THE UNIVERSITY OF ALBERTA

THE IMPACT THE DEAF TEACHERS HAVE UPON THE DEAF STUDENTS: A PHENOMENOLOGICAL STUDY

BY

© LINDA HATRAK CUNDY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

IN

SPECIAL EDUCATION (HEARING IMPAIRED)

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1988

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

ISBN 0-315-45787-2

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Linda Hatrak Cundy

TITLE OF THESIS: The Impact The Deaf Teachers Have Upon The Deaf Students: A Phenomenological Study.

DEGREE: Master of Education

YEAR THIS DEGREE GRANTED: 1988

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

Linda Hatrak Cundy

(Student's signature)

10768 31 AVENUE

EDMONTON, ALBERTA T6J 4E7

Date: May 16, 1988

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that the have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Impact The Deaf Teachers Have Upon The Deaf Students: A Phenomenonological Study," submitted by Linda Hatrak Cundy in partial fulfilment of the requirements for the degree of Master of Education.

(Supervisor)

Date: May 18, 1988

ABSTRACT

This research is a phenomenological study on the deaf persons' past experiences with deaf teachers in a classroom setting. Using a descriptive qualitative design by Colaizzi (1978), the researcher collected lived experiences from the deaf adults who have had deaf teachers in their high school or college years. The open-ended questions were introduced in the interviews in which the deaf adults as co-researchers were encouraged to share any experiences as they reminisce in a relaxed atmosphere. The experiences were related to events involving their classroom interactions with deaf teachers that seemed to be different from the experiences gained by the deaf in interactions with hearing teachers. The four selected deaf adults represented a wide diversity in educational level and background with an age range of 25 to 37. The findings included some descriptive patterns related to the relationship between deaf students and deaf teachers. The study has implications for further research in regard to deaf teachers' contribution to the field of deaf education.

ACKNOWLEDGEMENTS

The writer wishes to express heartfelt gratitude to her advisor, Dr. Gerard Kysela for his professional guidance and support. Much gratitude is shown towards Mr. David Mason for his utmost morale and encouragement. Also a thank-you is extended to Pat Cettiga for collecting the research materials on her behalf.

The co-researchers' willingness to share their lived experiences for this phenomenological research is acknowledged.

Sincere love is reserved for her husband Robert, and her children Kira, Larissa, and Nicholas for tolerating a mediocre wife and mother during the course of her graduate studies.

The writer dedicates this thesis to the future deaf children who aspire to become teachers of the deaf without any undue skepticism.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
II.	REVIEW OF LITERATURE	7
	Factors for Successful Education	7
	Role Modelling	8
	Empathy	11
	Statement of Research Questions	17
III.	METHODOLOGY	18
	Design	18
	Bias	20
	Reliability and Validity	21
	Limitations	22
	Analysis	23
IV.	RESULTS	25
V.	DISCUSSION	61
	Summary	61
	Implications	64
	Future Research	66
REFERENCES		68
APPENDIX A.	INTERVIEW TRANSCRIPT: A	71
APPENDIX B.	INTERVIEW TRANSCRIPT: B	79
APPENDIX C.	INTERVIEW TRANSCRIPT: C	85
APPENDIX D.	INTERVIEW TRANSCRIPT: D	94

LIST OF TABLES

Table	Description	Page
1	Written Discourse A	26
2	Excerpts from Transcribed Interview A	28
3	Thematic Clusters/Descriptions: A	31
4	Written Discourse B	33
5	Excerpts from Transcribed Interview B	36
6	Thematic Clusters/Descriptions: B	38
7	Written Discourse C	41
8	Excerpts from Transcribed Interview C	44
9	Thematic Clusters/Descriptions: C	47
10	Written Discourse D	49
11	Excerpts from Transcribed Interview D	52
12	Thematic Clusters/Descriptions: D	54
13	Combined Analysis	56

CHAPTER I

INTRODUCTION

In the United States the Education for Handicapped Children Act (Graham and Harris, 1980) requires that handicapped students get a free education corresponding with their needs and that they be educated with children who are not handicapped. Typically the deaf students do not have deaf teachers in such mainstreaming programs. Pediatricians, audiologists, and speech therapists seem not to be very receptive to sign language and deaf teachers who would make great team members for helping deaf children achieve sufficient linguistic competence to cope with the world outside the school.

This research sets out to answer the following question: What do deaf students acquire from deaf teachers that they do not get from hearing teachers in a classroom setting? This study should suggest that some crucial developments in the relationship between deaf students and their deaf teachers have not been brought to surface for scrutiny. This phenomenological research is based on the deaf persons' past experiences with the deaf teachers in the classroom in hopes of finding some describable patterns in the relationship between the deaf teachers and the deaf students. The

presupposition is that the classroom experiences with a deaf teacher are more positive than we expect them to be. There is a kind of deep mutual understanding that I believe exists in the deaf student-deaf teacher relationships.

My interest in deaf teachers is based on two studies and an article: "The Superior IQ's of Deaf Children of Deaf Parents," by Brill (1969), "Interactions of Deaf Mothers and Deaf Preschool Children: Comparison With Three Other Groups of Deaf and Hearing Dyads," by Meadows, Greenberg and others, (1981) and an article "Deaf Teachers to Teach Deaf Students," by Stewart and Donald (1984).

I was especially interested in the study by Meadows and her colleagues about deaf mother and deaf child dyads. In each finding, the deaf children of deaf parents are found to be superior in academic, social, and emotional developments. They are diagnosed significantly similar to the hearing children of hearing parents while the deaf children of hearing parents produced the results lower than the deaf children of deaf parents. Is that so because of the deaf parents themselves or of the fact that they had a signing environment in the first five years of their lives?

The two traits suspected in influencing a deaf child's positive learning experiences are deaf teachers

themselves and fluency in sign language. If a deaf child whose parents are deaf excels academically, her parents' being deaf is the major reason for the superior achievement. Then a deaf child of hearing parents should have deaf teachers in lieu of hearing teachers as early as possible. The deaf teachers are the dominant factor rather than the sign language. The deaf adults are fluent in sign language because they are deaf. It is not the other way around: they are deaf because they use sign language. So the sign language is secondary.

The study proposes to bring to light some lived experiences shared by four deaf adults whose ages range from twenty-five to thirty-seven years old. They as co-researchers reported their experiences with deaf teachers during their high school or college years. In the interviews, I developed questions based on their reminiscences and drew their attention to certain experiences that are related to the deaf teachers.

Overview of Thesis

The first chapter begins with an introduction along with a personal narrative of the researcher's experiences with deaf teachers. This chapter also introduces some of the general issues and the statement of the problem.

The review of related literature will be covered in Chapter Two. This review will include some general research in the field of deaf education with a strong inclination toward the topic of role-modelling. There will be some brief comparisons of minorities. This section will explain the specific effect of role models related to teaching and their effects for the young deaf child and student. This chapter will also be composed of the statement of research questions and presuppositions.

Chapter Three will introduce the methodology to be used in the research, bias, limitations, reliability, and validity. The co-researchers' profiles are shared in this chapter. The design of the study will be clarified as well as the procedures of an analysis.

The researcher will present the data as lived experiences of the four co-researchers in Chapter Four through the use of tables.

Chapter Five will focus on the discussion and implications for future educational research in the field of deafness.

Personal Narrative

Ever since I was a youngster attending a residential school for the deaf, I have always identified myself with deaf teachers. I did not have deaf teachers until I was in high school because the

educators at that time felt that associating with deaf teachers would impede young deaf children's speech development in the elementary level.

When I had the first three deaf teachers in the ninth grade for algebra, world history, and science, I suddenly enjoyed algebra, history, and science. Algebra proved to be a cinch as soon as the deaf teacher explicitly stressed the importance of mathematical knowledge in the work force. One day he took my class to visit a deaf employee at the IBM company where we had an unusaually free interchange of communication about his employment.

The world history came alive with another deaf teacher's dramatic instruction. He had an amazing stamina in and out of the classroom. He provoked us into thinking of reactivating our student body government to the school admininstration's dismay.

Although there were a number of outstanding hearing teachers whom I respected greatly, I remember the deaf teachers more vividly because of their genuine interest in me as an individual. From the deaf teachers, I learned a great deal about the college for the deaf which I eventually attended and graduated. Again I found the deaf professors even more notable and I sensed some kind of compatibility. It was rather like an awakening interest in general school work. Looking back, I wonder what the third-grade language

arts class could have been, let alone all other subjects throughout the elementary and junior high levels.

Now that I am a deaf teacher, I have seen my own students experiencing the same things I had experienced. The students keep asking me to relate more stories about my alma mater. The students are persistent in having deaf teachers handle their extra-curricular activities. More respect seems to be projected toward the deaf teachers possibly because of the spontaneous two-way communication and rapport, not typically found with the hearing teachers.

The rapport phenomenon is present but I cannot explain it conceptually. So my objective for this paper is to study the phenomenon. A thought has since been nagging me: what would a deaf child be like if he/she had deaf teachers throughout his/her schooling years?

CHAPTER II

REVIEW OF LITERATURE

An ideal educational program for deaf children would be a place where teachers and staff enjoy using sign language, and know and respect the deaf community (Freeman, 1981). Freeman (1981) believed that deaf adults should be involved in the teaching process. They can provide role models and native sign language experience.

Predisposing Factors for Successful Education

The study by Meadows and Greenberg (1981) on interactions of deaf mothers and deaf pre-school children reveals that deaf children of deaf parents show significantly higher academic achievement and more positive social and emotional adjustments than the deaf children of hearing parents. These two researchers hypothesized that the deaf children of deaf parents develop a more efficient linguistic system earlier and that deaf parents are prepared to accept the deafness of their child at the time of diagnosis. Furthermore, they have no remorse about deafness in the family and they immediately accept their deaf child (Freeman, 1981). Deaf families are often native sign language users; they readily communicate with their deaf children. This process leads to the possibility of comparing the dyads of deaf mother/deaf child and deaf

teacher/deaf student because it might reveal some significant similarities between these two dyads. Since most deaf children have hearing parents, they lack an effective linguistic system in their first five years of life. Deaf teachers in the elementary level could compensate the loss of early exposure to fluent sign language. Deaf children may have a better chance of "catching up" if they had deaf teachers right at the beginning.

In discussing the alternatives for improving deaf education, Moores (1972) advocated a home training program for deaf infants and parents taught by deaf adults, teacher training program led by deaf adults, or classroom instruction provided by team teaching comprised of a deaf teacher, a hearing teacher, and a speech therapist. The younger a deaf child is exposed to a system of fluent sign language, the better prepared he/she is for the kindergarten and the subsequent years of schooling. For this very reason, an early intervention program for deaf infants should include at least one deaf member of the team.

Role Modeling

Martin (1984) described the factors for successful teaching experiences to be a clear sense of personal identity and a high value on the act of communication. He found that hearing-impaired teachers might be

visually superior in the classroom because of their continuous dependence on a visual mode of communication. He also found that they have a strong identification with a visually-based culture, enabling them to develop a clear sense of personal identity. The value of the visual mode of communication may not be stressed as much by those who depend on the aural mode for day to day living as by those who depend on it themselves. Thus, the deaf teachers demonstrate a sensitivity toward the deaf students' needs for a more visual mode of learning. As a result, the students may develop a personal identity with deaf teachers.

A mutual trust can be easily developed when teachers show respect and understanding while teaching. Munroe (1982) said that "modeling empathetic understanding can make teaching more relevant, classrooms more humanistic, and students more willing to accept their peers." (p. 5) Wolk's (1985) research studied hearing-impaired students' perceptions of the factors responsible for academic successes and failures. Interestingly, he found that hearing-impaired students perceive student's ability and effort as crucial factors for academic success in a hearing teacher's classroom whereas the same students viewed teaching skills as an attribution to their academic success in a deaf teacher's classroom. This shows that the deaf students perceive deaf and hearing

teachers differently because they are different in relation to hearing impairment. The study also indicates that there is a significant difference in how deaf teachers and hearing teachers really teach deaf children.

Stewart and Donald (1984) writing "Deaf Teachers to Teach Deaf Students" in Education Canada argued that communication, semantics, and culture are more important to deaf education than knowledge of English, speech grammar, and reading. Deaf teachers are good role models for both hearing-impaired students and hearing teachers in the sense that they represent successful deaf adults setting higher expectations for their students. Freeman (1981) believed that "hearing people generally learn a sign language better from a deaf teacher than in any other way." (p. 141) Deaf teachers know many fine paralinguistic features of the sign language generally overlooked by the hearing; this suggests that the former are more effective to introduce, use, or teach sign language.

Nelson (1982), in her research at the University of Georgia, assumed that writers should be better teachers of writing than teachers who do not write. She based her assumption on the fact that teachers, who teach writing in secondary schools, have been trained only in the appreciation of literature, rather than the production of literature. Consequently, students may

not learn how to write from teachers who are not writers themselves as well as they would from those who do write. Such teachers do not need to learn special techniques to teach something that they do naturally (Nelson, 1982). They draw on more depth in experience when teaching something that they do themselves with confidence. The students would receive confidence, empathy, and satisfaction from empathetic teachers who demonstrate seriousness about their work.

Empathy

The teachers who are deaf themselves demonstrate more empathy toward deaf students than the teachers who are not deaf. The deaf teachers are more natural in approaching the principles of the deaf community and its culture while the hearing teachers only learn about it without actually experiencing the life of a deaf person. That is the difference Nelson tried to pinpoint in her comparison of writing teachers who are writers and writing teachers who are not writers.

According to the Houghton Mifflin Canadian Dictionary of the English Language (1980, p.420) empathy means "understanding so intimate that the feelings, thoughts, and motives of one are readily comprehended by another." The ideal teacher (Warner, 1984) must have empathy or the ability to consider the rights, feelings, and achievements of the individual

student in teaching activities. There (Robinson, 1979) is an increasing awareness to the importance of the interpersonal interaction between a teacher and a student. A successful teacher would be the one with warmth, empathy, and respect.

Carlisle (1985) in Tangled Tongue: Living with a Stutter shared his ordeal and advice being a stutterer all his life. Anyone who has not experienced stuttering could not have matched Carlisle's insight in writing the book. Peter Clark of Edmonton, himself a burn victim in a natural gas pipeline explosion, founded the Alberta Burn Survivors Rehabilitation Society to counsel other burn victims. Fred Powledge, himself an adoptee, wrote a book The New Adoption Maze about the obstacles associated with the adoption process. The point is that people need to experience such situations before they can relate credibly what it is like to be in that similar situation.

In a study of cultural differences, Woodward (1985) identified black deaf students' difficulty in understanding white deaf teachers or black hearing teachers. Their self-image and academic performance are adversely affected because there are many instances where signs differ greatly between the black deaf culture and white deaf culture, let alone hearing culture. There is a notably low percentage of black deaf teachers in the United States (Woodward, 1985;

Corbett, 1981); likewise, there is a very low percentage of black deaf students who successfully complete post-secondary education. This relationship suggests that it may be important for the black deaf students to have black deaf teachers; one can hypothesize that the role model of black teachers has a favorable effect on student performance, extending Woodward's (1985) findings. Role modelling is associated with positive learning experiences.

Analyzing minority groups in an educational setting, Lane (1985) mentioned in his interview that in Boston there are more Spanish, Italian, and Chinese instructional programs and that youngsters get better education because they have more minority teachers who really communicate with them and serve as role models. Taking the deaf students' low levels of academic achievement into consideration, Lane (1987) wrote that after ten years of analyzing the lessons of deaf history, he was convinced that a group of hearing people cannot educate deaf people and that only deaf people can do that. He pointed out that if the professionals in the field of deaf education recognized sign language as the best way to teach deaf children, then deaf adults would be more welcome into the profession.

The students need to be in an environment in which they can have intelligent and meaningful interactions

with peers and school staff. Careful study (Garretson, 1977) of the problem regarding integration should suggest that "a state (provincial) educational plan for deaf children be developed around their genuine educational needs rather than from the standpoint of organizational expediency." (Garretson, 1977, p. 21) It is understandable that most people such as parents and educators advocate integration to bring handicapped children closer to normalcy as much as possible. A normal deaf child has the same needs, capabilities, and rights as a hearing child. Because of his deafness, his needs must be met with a sensitive understanding of his handicap. Several problems arise with the severely hearing-impaired students. As students in a classroom, they:

a) can't hear the teachers;
b) can't hear their classmates in front, behind, and all around them;
c) can't hear and participate in class discussions;
d) can't hear the educational films presented in class;
e) can't hear the principal over the public address system;
f) can't hear the visiting speaker invited for that period;
g) can't hear the guide on the class field trip;
h) can't hear the exchanges of friendly chit-chat at recess;
i) can't hear the quick peer interaction when going down the hall between classes;
j) can't hear the news and gossip during lunch hour;
k) can't hear the 'sum up' on the walk home at day's end;
l) can't hear the debates during student body government meetings;
m) can't hear all of the other countless items that come almost as if by osmosis and of

> which everyone is practically aware." (Garretson, 1977, p. 20)

Furthermore, Bolster (1983) concluded that "competent teachers make an amazing number of decisions based on predictions about the probable effect of their actions on students' task accomplishment." (p. 296) When teachers are planning, these predictions are anticipatory and based largely on beliefs acquired from previous experience. The deaf teachers have similar experiences as the deaf students in either going to a residential school or an integrated class; both settings are different from a normal class. Therefore they are more capable of accurately making expectations for each student depending on his/her abilities. The hearing teachers do not have such experiences of being in a segrated class or an integrated class.

In a study by Schimmel and Monaghan (1983), the program called Deaf Awareness Through Literature had overwhelming positive effects on the deaf students' language development and self-concept. In that program a deaf student advisor told stories to the students from kindergarten through high school on a regular basis; the teachers involved with that program realized that the deaf educator is an excellent role model for classroom teaching and interaction. Ironically, Martin (1983) as well as Stewart and Donald (1984) believed that good deaf adult role modeling for deaf students is rare.

According to the 1986 American Annals of the Deaf's listing of Canadian educational programs for the deaf, out of 863 people working with the deaf children across the country, only 55 staff members are deaf. They make up only 6.4% of the personnel involved with the educational programs for the deaf. The breakdown of deaf personnel in each province is as follows: Alberta - 14.6%, British Columbia - 9.2%, Manitoba - 2.7%, Newfoundland - 3.2%, Nova Scotia - 2.7%, Ontario - 3.3%, Quebec - 8.5%, Saskatchewan - 5.7%.

Corbett and Jensema (1981) did a survey of teachers of the deaf in the United States and listed their characteristics. They stated that the deaf teachers have a greater insight of coping with hearing impairment which is not attained by the hearing teachers. Stewart and Donald (1984) attempted a survey of teachers of the deaf in Canada and concluded that the educational programs for the deaf have a low percentage of deaf teachers. We should be concerned with such a low percentage of role models in the field of deafness if the concept of role modelling affirms the development of positive self-esteem.

In summary, there is a considerable quantity of research on the essence of actively utilizing deaf adults in the field of deafness; however there is a minimal research on the deaf teachers' actual influence upon deaf students. There is insufficient documentation

on the experience of using deaf role models in academic areas at elementary, junior high, and high school levels.

Statement of Research Questions

My presupposition in this study is that deaf youngsters' educational experiences with deaf teachers are significantly enhanced. My personal experiences as a deaf student and a deaf teacher have shown that deaf teachers have special attributes that enable deaf children to have a positive academic development.

A deaf child's learning development would be more enhanced had he/she been taught by deaf teachers throughout his/her schooling years. What impact do the deaf teachers make on the deaf students in a classroom setting? Is it crucial for deaf children to have contact with deaf teachers? What traits do deaf teachers have that hearing teachers do not have? Which trait is the most contributing factor to a deaf child's academic achievement?

To better understand a deaf child's actual experiences with the deaf teachers, I will study four deaf adults' previous experiences with the deaf teachers.

CHAPTER III

METHODOLOGY

The study on the phenomenon of relationships between deaf students and deaf teachers in a classroom setting is a multi-case study (Bogdan & Biklen, 1982) using four co-researchers who have had deaf teachers in either high school years or college years. I decided on the phenomenological approach because I wanted to capture deaf people's experiences in the entire context rather than anaylzing some isolated clusters of emotions or thoughts that deaf students might have experienced in their relationship with deaf teachers. I felt that a qualitative method would satisfy my purposes in terms of finding how deaf children perceive their experiences with deaf teachers in a classroom setting. With that in mind, I found the attributes of a qualitative research to be appropriate for my study. In a naturalistic manner, I collected the soft data which were found within the deaf people's minds. Using a flexible and exploratory method, I hoped to describe the deaf adults' academic experiences to support common sense understanding of the phenomenon. My intention is to reveal whether a deaf child has a more positive learning experiences with a deaf teacher than with a hearing teacher; my paper does not confirm or refute a hypothesis.

The co-researchers who are over 20 years old and capable of recalling their academic experiences were involved in this study. One male and three females deaf adults were picked from the deaf community in Edmonton. Each was approached about the feasibility of answering the open-ended question and of being a part of my research study without any mention of the phenomenon. Upon consent, each became an integral part of the research.

Following the phenomenological approach, I concentrated on the data structured by subjects' descriptions which were then interpreted. The data was collected through written discourse and videotaped interviews.

The first overt approach (Colaizzi, 1978) was a structuring interview in which I introduced the purpose of the study and gave each subject with a non-directive question, "What was it like to have a deaf teacher?." The co-researchers then were allowed a couple of days to write their answers to the question.

The next procedure was videotaped interviews in which I attempted to validate the written discourses and to capture more of the co-reseachers' perspectives and experiences in context. After each interview, I scrutinzed the co-researcher's comments, impressions, and non-verbal behaviors.

For the third step, I analyzed and translated the transcripts into meaning units thematically by extracting significant statements. Then I integrated the meaning units into exhaustive descriptions.

The corroborative interview was conducted with the co-researchers to validate the descriptions.

Bias

In regard to bias, I had to vehemently put aside my own lived experiences in a classroom with deaf teachers. In bracketing, I suspended my own common-sense assumptions. They are as follows:

a) Given a choice between a deaf teacher and a hearing teacher with the same qualifications, the deaf students in general would choose a deaf teacher.

b) Deaf teachers have better communicative skills for teaching deaf children.

c) Deaf teachers have more empathy toward students' everyday experiences.

d) Deaf teachers are better role models for deaf children in a school setting.

With my background as a teacher of the deaf, I did not play the role of a teacher throughout the research; instead I assumed the role of a friend talking with another friend.

The co-researchers were encouraged to share honest feelings and experiences about the specific situations related to the phenomenon of this study.

Reliability and Validity

As a fluent and native sign language user, I have the necessary skills to conduct the interviewing process with the deaf co-reseachers. Both parties communicated in American Sign Language in a natural atmosphere of a friend talking to a friend in confidentiality at one's residence.

The co-researchers represented a wide diversity of educational background: Western Canada, Eastern Canada, western part of the United States, and eastern part of the United States. They are the core members of the deaf community with its own language and culture. Two female co-researchers have completed four-year college program; one of them holds a Masters' degree. The third female co-researcher and a sole male co-researcher completed only high school. Two of them attended a residential school for the deaf while the third one went to a day school for the deaf. The fourth one was sent to a mainstreaming program in the early schooling years then was transferred to a residential-type school at the age of sixteen years old. Two are presently active in the community

services for the deaf; while the other two are busy with their own families.

The information shared by the co-researchers are left intact and accepted as the whole content of lived experiences. The identity of the co-researchers remains strictly confidential.

Limitations

One limitation of this study is the possible effect of looking specifically at the positive learning experiences with deaf teachers in a classroom. The aim of this research is to find patterns in the deaf person's experiences in the deaf student/deaf teacher relationship. The conclusion does not include any possible significant differences between deaf and hearing teachers, but the study focuses on the deaf teachers alone in their relationship with deaf students.

The selected co-researchers are more articulate than an average deaf person. Their experiences do not necessarily reflect all deaf students' experiences. This qualitative study is not concerned about generalizability. The purpose is to discover these deaf persons' perceptions of their experiences and how they perceive and interpret their experiences in the relationship with the deaf teachers. It is also hoped that the paper generates potential research questions

and yields a better understanding of the importance of rapport between individuals having similar background especially in the way they depend on the sense of sight as the principal means for overall personality growth and academic development.

Analysis

The four co-researchers were chosen on the basis that they did not attend the school where I currently teach as to avoid dealing with the former students. Bias might be realized if my former students were involved in this study because they would remember some of the experiences they had with me personally.

After consenting to be a part of my research, each co-researcher was presented with an open-ended question: "Please write down explicitly your experiences with deaf teachers in a classroom. Write anything you please in regard to the experiences you had with any deaf teachers. What was it like to have deaf teachers?" They were allowed a few days to write down their response.

Four separate interviews were arranged at my residence where a videocamera was set up. The interviews were videotaped throughout. Immediately after the conclusion of the interview, each co-researcher viewed himself/herself on the television set and was satisfied with what he/she had produced.

Each was given a chance to omit or to add anything on the tape.

Every word of the interviews was transcribed on the paper with some narrative descriptions of non-verbal behaviors. With each transcription, an average of eleven excerpts were obtained and they were paraphrased. Next six themes in which the paraphrases could be clustered were created. With the thematic clusters, the generalized descriptions were produced.

In the third encounter, the co-researcher had the opportunity to read through the transcripts and the tables. The co-researchers were asked to validate the statements, descriptions, and interpretations.

Then all four tables were compiled into a fifth table where the thematic clusters were elaborated. The frequency of the themes can be easily investigated for the purpose of summarizing the data.

CHAPTER IV

RESULTS

In this chapter there are thirteen tables: four of the co-researchers' written discourses (Tables #1, 4, 7, and 10), four of the excerpts from the transcribed interviews (Tables 2, 5, 8, and 11), four of the thematic clusters and generalized descriptions (Tables 3, 6, 9, and 12), and one of the combined analysis of all four tables of thematic clusters (Table 13).

With each co-researcher, her/his written discourse is followed by initial results and a table of excerpts from the transcribed interview. Following the second table is the table of thematic clusters and generalized descriptions which I created myself. After the table of thematic clusters, there is a transcript analysis.

The last table (#13) consists of the combined analysis of all four tables of thematic clusters and generalized descriptions.

Table 1 - Co-Researcher A's Written Discourse
(November 5, 1987)

"Please write down explicitly your experiences with deaf teachers in a classroom. Write anything you please in regard to the experiences you had with any deaf teachers."

1. Deaf teachers were better liked and loved by me and other students than hearing teachers, even though the hearing teachers were usually quite skilled and capable.
2. I had lots of fun and positive experiences with E.M. in science, drama, literature and poetry. His easygoing nature and wit I found very appealing. He was also intellectually stimulating and his journalistic and playwright experience probably rubbed off on me a bit.
3. K.N. also comes to mind. He taught biology and other science courses, track and field, football, etc. It was fun and embarrassing to learn the sexual facts of life from him and from films in a mixed class of m/f. Lots of giggling and blushing faces. He was a super individual who also was involved in leardership training in the Jr. NAD.
3. B.B. was an "old soldier" who stood tall among the students. He made math easier to understand than the others and was always ready with kind words of wisdom born of experience.
4. L.J. was an imposing figure who struck terror into our hearts. He was an excellent teacher and role model but was subject to temper tantrums. He once smashed a wooden pointer in half atop a student's desk while the class watched in stunned silence.
5. E.L. was a kindly, laid-back gentleman who taught civics (social studies) and I always did well with him. He would proudly talk about his passion for chess and talk also about his daughter and son-in-law working at a deaf school somewhere.
6. D.S. first comes to mind at Gallaudet. When I found out that Art History was required, I groaned and thought it would be a total bore and waste of time. Wrong - and S. was the reason why. She made the material alive and relevant, and her enthusiasm was infectious.
7. D. P. was another honorable mention. He picked up where N. left off and taught the boys more facts of life. Don't remember too much but he seemed a likeable fellow and a good teacher.

Initial Results of Co-Researcher A. This 34-year-old co-researcher attended three types of educational programs: an integrated class in a day school, a regular junior high school, and a residential high school for the deaf in the western part of the United States. He had attempted to complete post-secondary education without any success.

In his written discourse (Table 1), he point-formed the best qualities of the deaf teachers in his schooling past. He had kind words for each of them. He expressed what the deaf teachers were like instead of recalling what exactly it was like for him to have a deaf teacher in a classroom setting. He seemed not to realize that he was supposed to be more analytical of what his educational experiences would have been like if not for the deaf teachers. Regardless of the deaf teachers' different abilities, the co-researcher regarded all of them highly.

In the interview portion (Appendix A), the co-researcher was able to elaborate on the actual experiences of having deaf teachers. He thought that the hearing teachers had a higher level of expectations for the deaf students because they did not understand that the deaf children in general have difficulties with writing and reading.

Table 2

Two Levels of Abstraction

Excerpts from Transcribed Interview A	Paraphrases	Themes
1. Deaf teachers were better liked loved by me and other students.	Positive feelings toward the deaf teachers.	Role Model
2. I had lots of fun and positive experiences with E.M. (deaf teacher). He was also intellectually stimulating.	Recall of pleasant and intellectual experiences at school.	Sense of Identity
3. The deaf teacher was a super individual.	Appreciation of what the teacher did.	Role Model
4. The deaf teacher was always ready with kind words of wisdom born of experience.	Feeling of respect in the classroom.	Empathy
5. Another deaf teacher was an excellent teacher and role model.	Feeling of gratefulness.	Role Model
6. She (deaf teacher) made the material so alive and relevant and her enthusiasm was infectious.	Welcome of vivid communication.	Communication
7. Deaf teachers made math easier to understand.	Reception of clear instruction.	Communication
8. Deaf teachers gave me important role models which I did not have with hearing teachers. All other (deaf teachers) were role models for deaf students.	Sense of acceptance and recognition.	Role model
9. He (deaf) was involved with leadership activities.	Admiration for his commitment.	Sense of Identity
10. Deaf teachers tend because of their deafness to be more empathetic with deaf students.	Identification of why the deaf teachers are empathetic.	Empathy
11. We could open up and talk with them a little easier and more often than with hearing teachers.	Ease of communication.	Communication
12. (College programs that are exclusive for the deaf) more accessiable and more oriented to teach deaf students.	Recognition of opportunities that are relevant to deafness.	Sense of Identity

13. It is a grindstone watching an interpreter, through third party. I have to hire an interpreter to listen to the tapes and translate into signs for me. I have to remember everything she says and then write it down. It is so much harder. The quality of my work will never be as good as hearing student. At any hearing university, we always make compromises. These kinds of compromise hurt my motivation, hurt my gradess, and hurt many other things. Very exhausting.	Revelation of hardships being a deaf student in the mainstream. Realization of having to make compensations due to deafness.	Frustration
14. I notice higher level of frustration among hearing teachers than deaf teachers. Hearing teachers seemed more frustrated in teaching passive students or in not getting enough feedback that would reinforce them to know whether the class got what they said.	Comparison of deaf and hearing teachers. Awareness of the differences in teaching and students' participation.	Reference to hearing teachers
15. Deaf teachers did less admonishing. They seemed more patient and more willing to repeat things. Hearing teachers would expect too much, thinking that deaf students could learn and grasp as fast as hearing students could.	Contrast the deaf and hearing teachers' expectations of deaf students.	Reference to hearing teachers
16. The years at the deaf school were my best time of my life emotionally, socially, and academically.	Reminiscence of fond memories at the deaf school.	Sense of Identity
17. My involvement with hearing students was limited to academics. I could not fit in politically such as student council and drama. I had a limited social life. I picked few friends whom I could understand because of their clear speech.	Recall of frustration in the interaction with the hearing peers. Dismal outlook when he was in the mainstream.	Frustration

18. Deaf (teachers) make impact on students in an unique way.	Recognition of the deaf's valuable contributions.	Role Model
19. The students felt the blow (death) harder because of the deaf teacher more than they would with a hearing teacher.	Correlation of death, deafness, and sorrow.	Sense of Identity
20. I could tell the difference between hearing and deaf teachers by the way they sign; their abilities varied. Lots of hearing teachers could sign good, but still there was a difference.	Acknowledgement of visible differences between the deaf and hearing teachers.	Reference to hearing teachers
21. That kind of social was more entangling and positive for me than it was at the public school.	Appreciation of the unique interaction at the deaf school.	Sense of Identity

Table 3

THEMATIC CLUSTERS	GENERALIZED DESCRIPTIONS
Role Model (1, 3, 5, 8, 18)	Deaf students identify with deaf teachers strongly because they are deaf like themselves. Deaf teachers are intellectually stimulating because they are more oriented to teach deaf students. Their similar experiences enable them to teach materials that are more relevant to their deafness such as deaf communities and deaf culture as well as how they perceive effects of deafness in the world of hearing.
Communication (6, 7, 11)	Deaf teachers' natural use of sign language is their strongest asset. Their fluent use of sign language enables them to make contents much easier to grasp. There is definitely a two-way communication that encourages children to open up and share information.
Empathy (4, 10)	Deaf teachers display empathy in a subtle way. They understand deaf students; this enhances a comfort factor in a classroom. Empathy is strong in a sense that deaf teachers experience negative attitudes in their everyday lives. They listen to students' intimate feelings and understand them on basis of their own recalled experiences. Because of similar experiences, the deaf teachers are able to interact with deaf students with ease.
Sense of Identity (2, 9, 12, 16, 19, 21)	There is a feeling of allegiance; the deaf students sense that they and the deaf teachers belong together in the society where there are many different groups of people. The deaf students have the opportunity of realizing deaf people's values through the deaf teachers' actions at the school.
Frustrations (13, 17)	Deaf teachers and deaf students experience similar frustrations due to hearing impairment. Deaf students make compromises in order to cope with the academic world; they find that deaf teachers do likewise. Both groups know what it is like to utilize interpreting services; watching an interpreter through lectures and group discussions can be exhausting. Deaf teachers empathize with deaf students' complaints of limited social life when they are thrusted alone into the hearing world.
Reference to Hearing teachers (14, 15, 20)	The hearing teachers seem to have higher expectations for the deaf students. They are skilled and capable although they find teaching the deaf is more frustrating than deaf teachers do. They admonish more because they expect them to perform up to their standards which are actually based on their ability to hear and speak.

Transcript Analysis. Co-researcher A felt that the sense of identity was a crucial factor in his academic achievement. Out of 21 transcribed excerpts, he referred to "sense of identity" seven times. He mentioned "role model" four times while he gave credit to "communication" thrice in his interview. He also made three references to the hearing teachers. Empathy and frustrations were covered in two excerpts each.

He had a great self-worth because of his superior linguistic competence; most of his peers did not have the fortune of mastering English language in high school. As a result, his interview did not reflect as many frustrations as an average deaf person would have experienced. Only two times did he show a feeling of frustration; both at the college level where he had to make compromises because of his deafness such as depending on an interpreter to facilitate communication between the professors and himself. That was one small grudge he had in regard to his academic life.

Even if he had a high regard for hearing teachers, he appreicated the experiences of having deaf teachers. He felt that the deaf teachers had more imposing influences on his personal life.

Table 4 - Co-Researcher B's Written Discourse B
(November 14, 1987)

"Please write down explicitly your experiences with deaf teachers in a classroom. Write anything you please in regard to the experiences you had with any deaf teachers."

It was like having the closest friends who could really understand and emphasized our needs. So many times they would spare their extra time in educating us. They knew we needed more and we strived to learn more from them because we spoke the same language. That made us feel most comfortable in the classroom.

They would always modify to our needs. They were the most qualified teachers to teach the deaf children because they were so fluent with the language and made our learning much easier without the feeling that we were failures. They never underestimated us and made us feel proud of ourselves in spite of our handicap. They were also like parents to us because they taught us everything we needed to know.

Also they were the only teachers who taught us about the deaf communities, Gallaudet, and so forth. Without them I would not be where I am today.

Initial Results of Co-Researcher B. This 29-year-old female co-researcher graduated from a residential school for the deaf in the eastern part of the United States. Presently she works as a teacher aide with a high school diploma.

Her educational experiences were rather unusual in her having fifteen different deaf teachers in the junior high and senior high levels. It was the case because it was a residential-type program for the deaf in the U.S. in 1970's as it would not have been the case in a program for the deaf in Canada.

She considered the deaf teachers as she would her own parents. She has a deaf mother and two deaf siblings. Even if her mother is deaf, she credited her academic achievement and well-being to the deaf teachers. Her mother was busy with two jobs so the interaction at home with her mother was minimal. The amount of time for the familial relationship was below average of a normal family as she resided at the dormitory.

In her written discourse (Table 4) and throughout her interview (Appendix B), she emphasized the importance of American Sign Language being used as fluently as much possible in a classroom setting. She claimed that only hearing teachers who had deaf parents or siblings could excel as well as deaf teachers

because their sign system was superior to the hearing teachers whose parents or siblings were not deaf.

Table 5

	Two Levels of Abstraction	
Excerpts from Tanscribed Interview B	Paraphrases	Themes
1. (Having deaf teachers) was like the closest friends who could really understand and emphasized our needs.	Close and good rapport with deaf teachers who expressed empathy.	Empathy
2. So many times they would spare their extra time in educating us. They knew we needed more and we strived to learn more from them because we spoke the same language. That made us feel most comfortable in the classroom.	Appreciation of the sacrifices they made in effort to educate deaf children who in turn worked harder for them.	Communication
3. They would always modify to our needs. They were the most qualified teachers to teach the deaf children because they were so fluent with the languuage and made our learning much easier without the feeling that we were failures.	Value of proficiency in sign language in the teaching setting; stimatized image.	Communication
4. They never underestimated us and made feel proud of ourselves in spite of our handicap. They were also like parents to us because they taught us everything we needed to know.	Self-esteem is enhanced by deaf teachers' supportive actions.	Sense of Identity
5. They were the only teachers who taught us about the deaf communities, Gallaudet, and so forth. Without them I would not be where I am today.	Enrichment and understanding of deaf culture is provided by deaf teachers.	Role Model
6. I felt comfortable because they understood me, making me feel comfortable...	Feeling of comfort through demonstration of empathy.	Empathy
7. I have (some good hearing teachers) but with understanding that the person must have either deaf siblings or parents. For instance Mr. S. was a very good English teacher; he had deaf parents. He knew and understood how we felt, our frustrations. He was really good.	Understanding of deafness in general is important for teachers of the deaf.	Empathy
8. They (hearing) did not do any extra work on us. They prodded through	Feeling of reluctance on the part of	Reference to hearing

because of their job.	hearing teachers.	teachers
9. They (deaf) all went through different experiences, but they felt the same, knowing the frustrations, feeling the same way we did.	Understanding the different experiences; yet similarities are shared.	Empathy
10. They were willing to give up their time on us.	Realization of the sacrifice they made on behalf of deaf children.	Role model
11. Hearing teachers teach it (deaf studies), yes, but it would be very limited.	Experiences of not getting the same information from different teachers.	Reference to hearing teachers
12. They (hearing) would not push and encourage as hard as deaf teachers. Deaf would encourage students to get involved. Hearing would simply teach and nothing more.	Contrast the hearing and deaf teachers' efforts in a classroom. Their teaching strategies differ.	Reference to hearing teachers
13. If the hearing teacher chosen to teach Deaf Studies, she must also know the kind of frustrations and needs that the deaf adults have. Hearing teachers cannot teach us about our culture.	Skepticism of a hearing teacher's ability to teach Deaf Studies. Emphasis on the 'true' members of a deaf community.	Reference to hearing teachers
14. Number 1 is the (sign) language. If they (hearing) could speak our language real well, then everything else is easier.	Recognition of the utmost importance of sign language in eliminating communication barrier.	Communication

Table 6

THEMATIC CLUSTERS	GENERALIZED DESCRIPTIONS
Role model (5, 10)	Having a deaf role model enables deaf students to achieve academically more successfully than they would without any role models who are deaf. Respect for deaf teachers who sacrifice their personal time to help deaf students; this appears to be more common among the deaf teachers than the hearing teachers.
Communication (2, 3, 14)	Value of proficiency in sign language is cherished by the deaf students. Communication is the sole key in affirmative attitude toward learning in a classroom setting.
Empathy (1, 6, 7, 9)	Rapport between the deaf teachers and the deaf students is evident because of similarities in educational background and everyday experiences. Deaf teachers are empathetic to students' frustrations. Hearing teachers may be tolerated only if they have deaf parents or siblings, or if they are competent in signing.
Sense of Identity (4)	With positive sense of identity, the deaf students are more aware of their own potentials; thus they are more capable to retain what is being taught in a classroom.
Reference to Hearing Teachers (8, 11, 12, 13)	Perspective of hearing teachers as not supportive nor sensitive toward special needs of the deaf students. Skepticism of the hearing teachers' ability to teach Deaf Studies without being a true member of the deaf community.

Transcript Analysis. Fourteen excerpts were produced from the co-researcher's interview. They were described into five thematic clusters instead of six like the first table for the co-researcher #1. This second co-researcher made no references to frustrations as her interview was briefly focused on the deaf teachers' communicative skills.

Empathy was mentioned four times; the co-researcher perceived the hearing teachers empathetic only when their own parents or siblings were deaf.

Four excerpts were based on the references to hearing teachers. The co-researcher did not think the hearing teachers were as sensitive or supportive as the deaf teachers in understanding deaf children's special needs.

According to her, teachers of the deaf must be proficient in sign language before any learning can take place in a classroom.

As for role model, the deaf teachers were inclined to look after coaching duties and extra-curricular activities which meant that they sacrificed their personal time to help deaf children.

She implied a sense of identity only once out of 14 excerpts probably because she had a stronger sense of identity with her own mother being deaf herself as well.

Hence she did not contribute anything to the thematic cluster, frustration, in her interview.

Table 7 - Co-Researcher C's Written Discourse
(November 15, 1987)

"Please write down explicitly your experiences with deaf teachers, in a classroom. Write anything you please in regard to the experiences you had with any deaf teachers."

I had all my hearing teachers all my life at my school before attending college. But I do remember how I felt about math teachers -- one was hearing at my school and another was deaf at the college. Both taught basic Algebra. I had so many problems in math which left me alot of frustrations because I could not figure it out what I was supposed to do. Even I did not know what and why he taught me this and that. He used Visual English method which is also called the Rochester Method. Often I asked him why we had to do this and he gave me all the same reasons which were not helpful. I wondered if he understood me well.

When I got to the college, boy, the situation was so opposite. My mind finally got into math after I understood why we learned this and that. The deaf teacher gave us rational logics. It was obviously that the communication was not a barrier after we used our language, ASL.

During my college times, it surely expanded my range of using the variety of words and increased so much in my knowledge so rapidly on writing freely in English order after I had all my deaf teachers.

I personally thanked to all my deaf teachers who gave me the meanings of Life!

Initial Results. The co-researcher #3 graduated from a residential school for the deaf in which Visual English Method (only fingerspelling is used) was required in the classrooms. She later graduated from Gallaudet College in 1981 and completed the masters' program at the Western Maryland College in 1983. She is the youngest participant in the group of four in the study.

A third daughter in a close-knitted family, she remembered a couple of deaf houseparents as her role models. She hoped to be like them when she grew up as she did not think it possible to be a teacher. Her parents thought otherwise as they read professional materials related to deafness and encouraged her to attend college to be a teacher.

She constantly compared deaf teachers with hearing teachers in her written discourse and interview. She is able to tell the difference between the deaf teachers' and the hearing teachers' teaching strategies for the same subject which, in her case, was mathematics. She believes that deaf teachers emphasize more on practical use of math and are able to give direct instruction while hearing teachers seem to be inclined toward theoretical aspect of the subject.

Adamant in her convictions, she concluded that deaf teachers' objectives are more likely to succeed than hearing teachers' because their aims have been made clear to the students. With fluency in sign

language, the chances for a misunderstanding are minimized. They are more inclined to be responsible for extra-curricular activities such as Student Council and coaching varsity athletic teams.

Table 8

Two Levels of Abstraction

Excerpts from Transcribed Interview C	Paraphrases	Theme
1. Often I asked him (hearing) why we had to do this and he gave me all the same reasons which were not helpful. I wondered if he understood me well.	Frustration due to lack of communication; Feeling of uncertainity.	Frustration
2. The deaf teacher gave us rational logics. It was obviously that the communication was not a barrier after we used our language, ASL.	Ease of communication; Feeling of certainity.	Communication
3. During my college times, it surely expanded my range of using the variety of words and increased so much in my knowledge so rapidly on writing freely in English order after I had all my deaf teachers.	Explosion of her own untapped potential after exposure to deaf teachers; gain of confidence.	Sense of Identity
4. I personally thanked to all my deaf teachers who gave me the meaning of Life!	Credit to deaf teachers for meaningful instruction.	Role model
5. One (deaf) teacher was explaining and I was observing without any feeling of frustration, although there were some different signs and different speed of signing.	Feeling of comfort with sign language, regardless of the differences in sign usage.	Communication
6. Before college I did not really understand math; I just progressed through reluctantly. I entered the college and understood better. From there, I continued to study math and increased my interest in math because of that deaf teacher.	More motivation and less reluctance toward the subjects that are taught by deaf teachers.	Role model
7. There was a big difference in receiving clear and fast explanations all at once, not the slow process of explaining 'why?' and step-by-step learning. That forced me to learn fast with more exposure to quick and to-the-point explanations.	Contrast the hearing and deaf teachers' teaching strategies; realization of the deaf teachers' efficient methods.	Frustration

8. The hearing teachers explained things differently from deaf teachers. They tended to explain theoretically.	Recognition of the differences in teaching methods.	Reference to hearing teachers
9. After I had deaf teachers, I finally understood theories; after understanding how to do the problems practically.	Clarity of ideas through use of practical assignments.	Frustration
10. We as deaf must learn visually.	Signs are visual.	Communication
11. My parents had a conference with me about what I wanted for my future. I at that time said I had a goal of going to F. College to become a houseparent without any thought of the possibility of becoming a teacher because there was no deaf teachers around. I wanted to be a houseparent because of the deaf couple who influenced me.	Identifying with a deaf couple who worked as house-parents because they were deaf like herself. Lack of identity with teachers because there were no deaf teachers at that time.	Role model
12. The students understand my answers after asking the questions. Communication... really, after all communication is the key between students and teachers, regardless of deaf or hearing teachers, but mostly deaf, yes.	Contemplation of her own experiences as a deaf teacher. Realization of the importance of communication for successful teaching.	Communication
13. (Hearing) teachers keep telling us things; I tried to tell them to wait, but they kept teaching to us. Even when I told them to wait, they continued teaching as if we did not understand each other. I did not have the opportunity to reach out to the teachers.	Impatience on the part of hearing teachers; ignorance of students' frustrations; lack of rapport between hearing teachers and students.	Frustration
14. I asked that statistics teacher any why-questions; he would be stuck for answers. He just could not answer my questions; he did not really give enough feed-back on my "why" questions. He just couldn't; he just hoped that we would catch what he tried to tell us. That one was a wrong teacher.	Detecting the lack of teaching skills; students knew that some teachers hoped they would understood in spite of communicative problems.	Reference to hearing teachers

15. Communication, really everything else is related to communication.	Emphasis on the value of good communication.	Communication
16. The girls converged her (deaf houseparent) every hour. Sitting, I had observed that all people went to her because they were thirsty for communication and knowledge. She was the only exposure to knowledge with her past experiences at that time.	Realization of the deprivation the girls in the dormitory had experienced due to lack of role models.	Role Model
17. Most (deaf) teachers tend to be responsible for extra-curricular activities. Hearing teachers don't; they just serve occasionally but they do not advise.	Comparison of teachers' involvement with the extra-curricular activities.	Reference to hearing teachers
18. Their (hearing) objectives for that activity would not succeed as they would with deaf teachers' involvement. Maybe I base on my own perspectives, but I feel that way.	Speculation on the success of school-related activities based on the deaf teachers' involvement.	Sense of Identity

Table 9

THEMATIC CLUSTERS	GENERALIZED DESCRIPTIONS
Role model (4, 6, 11, 16)	A role model is likely a deaf person with whom deaf students feel comfortable. The deaf adults (either teachers or houseparents) who are around the deaf children often reflect their own experiences just to share what life really is like. The children identify with that because they have similar encounters themselves.
Communication (2, 5, 10, 12, 15)	Emphasis on good communication, especially the American Sign Language, is relevant in all educational situations because it is the best way for deaf students to learn.
Sense of Identity (3, 18)	Deaf teachers and their objectives have better chances at accomplishment. Increase in the ability to try a wide variety of vocabulary is visible after an exposure to deaf teachers.
Frustration (1, 7, 9, 13)	Different frustrating situations due to the lack of communication and misunderstanding. Expertise in the subject areas does not matter if teachers cannot express in the language that is understood by the deaf.
Reference to Hearing Teachers (8, 14, 17)	Involvement in the extra-curricular activities is important in the students' perspective of teachers in general. The abilities to give advice are noticeably distinct between hearing and deaf teachers.

Transcript Results. All five thematic clusters with an omission of empathy were included considerably equally among 18 excerpts. Communication is rated slightly higher than role model and frustration. It is instrumental in any relationship between the deaf teachers and the deaf students as well as the relationship between the hearing teachers and the deaf students.

A role model is likely a deaf person with whom deaf students feel comfortable because he/she has as similar experiences.

Frustration is related to the situations in which a teacher cannot answer the questions correctly because the questions are not understood. More often than not, hearing teachers have troubles receiving questions in sign language. As a result, their expertise in the subject matter is not beneficial if he/she is incapable of answering students' questions.

Deaf teachers are more capable of giving advice because somewhere along the way hearing teachers fail to understand the students due to communication breakdown.

Table 10 - Co-Researcher D's Written Discourse
(November 29, 1987)

"Please write down explicitly your experiences with deaf teachers in a classroom. Write anything you please in regard to the experiences you had with any deaf teachers."

I never had a deaf teacher in high school. This school believed in using oral method. I had two hearing teachers using sign language in the classroom once in a while without their boss knowing. It was kind of tense, not relaxing in the classroom.

I went to college in 1968. To my astonishment, there were some deaf teachers. I had missed so much at school. Using sign language made me feel more comfortable and also easy to communicate with deaf teachers. In the past years in school, it was so hard to communicate in oral method and I felt that I was a failure and also I was a little frustrated in some classes like English and social studies. In the college I had fairly good marks in English in the first and second years. I felt so much better and trusted myself. I had more confidence than I did in school.

Deaf teachers gave so much expressions. They used ASL that made me comfortable for me to use also. I feel that all schools should provide deaf teachers and hearing teachers with good sign language skills.

Initial Results. This co-researcher D was the oldest in the group of four participants in the study. She attended a residential school for the deaf in the western part of Canada. In 1960's and 1970's the school where she attended was strictly oral. She is hard-of-hearing and can speak inteligibly enough to converse with familiar people over the phone.

Her only role models at that time were the young hearing houseparent and older deaf students who later attended Gallaudet University, the world's only liberal arts university for the deaf in Washington, D.C. She graduated from there in 1973. She is working with deaf children in a residential school for the deaf.

Lacking self-confidence, she however managed through the high school. She remembered how frustrated she and other classmates were when they could not use signs in class at the school. She wrote in her discourse (Table 10) that she never had any deaf teachers nor houseparents then.

With deaf teachers at the college level, she gained confidence and trusted herself to venture creative writing. Her sense of failure diminished. She was in awe when she encountered professors (deaf and hearing) who signed for themselves openly all the time. At that point, she realized what she had missed out in her high school.

Her major regret as mentioned in her interview (Appendix D) is that her mother never learned how to sign. Her mother was advised by the school superintendent not to learn sign language in fear that it would be deterrent to her speech development.

Table 11

Excerpts from Transcribed Interview D	Two Levels of Abstraction: Paraphrases	Theme
1. I had two hearing teachers using sign language in the classroom once in a while without their boss knowing. It was kind of tense, not relaxing in the classroom.	Tension in the classrooms where signs were not used.	Frustration
2. I went to college in 1968. To my astonishment, there were some deaf teachers. I had missed so much at school. Using sign language made me feel more comfortable and also easy to communicate with deaf teachers.	Feeling of confidence and comfort evolved from the usage of sign language.	Communication
3. In the past years in school, I felt that I was a failure and also I was a little frustrated in some classes like English and social studies. In college I had fairly good marks in English in the first and second years. I felt so much better and trusted myself. I had more confidence than I did in the school.	Sense of failure and frustration was minimized drastically. Gain of confidence.	Frustration
4. Deaf teachers gave so much expressions. They used ASL that made me comfortable. I feel that all schools should provide deaf teachers and hearing teachers with good sign language skills.	Pride in ASL enhances her to have own convictions.	Communication
5. When I first attended summer school, I had a hearing teacher; but he signed for himself and I was very impressed. I remembered not feeling any tension in the class, understanding what was going on in the class, and feeling comfortable.	Consolation in finding that people use sign language.	Communication
6. I was pleased that I was able to communicate with others in the class without any brutal interruptions for using signs. In my	Adverse memories of being forbidden to use signs in the classroom.	Communication

	class at the deaf school we were forbidden to use signs and we had to restrain our hands onto our laps.		
7.	It was open and comfortable. We communicated and discussed freely in the class. I could describe things in signs because I used ASL. I could not describe because I had to use speech in the full sentences. I wanted to express what I wanted to say, but I could not with speech only.	Sense of openness that is crucial in expressing oneself; signs gave her the full opportunity for making herself heard.	Communication
8.	If the sign language was permitted, wow, I would have gotten good marks. I learned alot through interaction and exposure to the outside.	Speculation on the wide possibility that the signs would provide her academic success earlier in her schooling years.	Communication
9.	ASL makes subjects like history more picturesque, about what happened in history. But if using only speech like the one teacher did, writing everything on the blackboard. It was very boring and monotonous, no excitement. So ASL is important for explaining what has been happening.	ASL makes subjects more vivid and receptive for learning.	Communication
10.	I felt good as I identified with him (deaf) while I could not identify with the hearing teacher. I did not relate very well with him; I could not ask for help with problems. With the deaf, it was (gesticulating) wonderful.	Sense of identity with the teacher because he was deaf; positive feeling in the relationship between the teacher and the student.	Role model
11.	In the high school I noticed that teachers expected high from those students who could speak well while they thought those who could not as low achievers.	Adverse perspective of the hearing teachers' negative attitudes toward the students who could not master speech.	Reference to hearing teachers
12.	My mother should have (learned how to sign) because she has a deaf brother who signs a little bit. The superintendent (of the deaf school) warned my mother not to use signs. In the end, my mother regretted it, but it was too late.	Sad reminiscience of her mother not learning sign language because the educators advised that it was not wise to use signs.	Frustration

Table 12

THEMATIC CLUSTERS	GENERALIZED DESCRIPTIONS
Role Model (10)	Good feeling of self after an exposure to teachers in a classroom. Ability to identify with deaf teachers is existent because of positive perception of one's problems.
Communication (2, 4, 5, 6, 7, 8, 9)	Free flow of communication, specifically the American Sign Language is appreciated. ASL is so receptive that the subject materials are easier to grasp.
Sense of Identity (3)	Without signs being used in classrooms, the students felt like failures whereas they would blossom after being in the classes where signs were used. Recognition of ASL is important for self-identity.
Frustration (1, 12)	Feeling of tension whenever sign language is repressed. Disappointment over the thought that the family members could have learned how to sign for a better home environment.
Reference to Hearing Teachers (11)	Deaf students who could speak intelligibly experienced favoritism by the hearing teachers as they expected less of the students who could not speak well.

Transcript Analysis. Out of twelve excerpts, 58% of time, communication was referred; it was one of the six thematic clusters. It was crucial to this co-researcher's self-esteem. The learning atmosphere with the sign language was more receptive for deaf children. The subjects taught in signs were easier and more picturesque. The free flow of communication was greatly appreciative. The deaf students were able to attain self-esteem after getting an exposure of deaf teachers in a classroom setting.

One of the thematic clusters, frustration, was mentioned twice in relation to repression of American Sign Language and to disappointment that she had a lack of involvement with her family who did not learn how to sign.

The other three clusters: role model, sense of identity, and reference to hearing teachers, received minimal attention. The co-researcher focused mainly on communication.

In her case, the hearing teachers were supportive of the deaf students who could hear and speak a little bit. Those who could not speak or hear at all were likely to receive less attention during instruction.

Table 13 - Combined Analysis

Themes	Part. #1	Part. #2	Part. #3	Part. #4
Role Model	Appreciative and super deaf teachers, making impact on the students in an unique way.	Only deaf teachers taught us about the deaf communities and colleges for the deaf. Willing to sacrifice their time.	Deaf teachers gave me the meaning of Life! With deaf teachers, I increased my interest in math. She (deaf) was the only exposure to knowledge related to deafness.	Feeling good when I identified with deaf teachers.
	(3, 5, 8, 18)	(5, 10)	(4, 6, 11, 16)	(10)
Communication	Deaf teachers made the material so alive and relevant with infectious enthusiasm. They made subjects easier to understand.	We spoke the same language. They were so fluent sign language.	Communication with ASL was not a barrier. It is the key between students and teachers. Everything is related to communication.	Sign language made me feel more comfortable; easy to comm. with deaf teachers without any feeling of tension. ASL makes subjects more picturesque.
	(6, 7, 11)	(2, 3, 14)	(2, 5, 10 12, 15)	(2, 4, 5, 6, 7, 8, 9)
Empathy	Deaf teachers have kind words of wisdom born of experience; they tend to be more empathetic.	Deaf teachers were like close friends; They know and understand our frustrations.	———	———
	(4, 10)	(1, 6, 7, 9)		
Sense of Identity	Positive and stimulating	Deaf teachers made us feel	My knowledge was expanded	Felt better and more

	experiences with deaf teachers; involved with leadership activities; the best time of my life was at the school with deaf teachers. (1, 2, 9, 12, 16, 19, 21)	proud of ourselves as our parents would. (4)	a great deal and I got more confidence in writing English. Deaf teachers' objectives are more likely to be succeeded. (3, 18)	confident. (3)
Frustration	It is an exhausting grindstone to watch an interpreter; we always make compromises which, in turn, impair motivation and many other things. (13, 17)	____	I wondered if the hearing teachers understood me. Big difference between clear and fast instruction and slow process of instruction. (1, 7, 9, 13)	Sneaking to use signs in a classroom was tense. My mother did not learn how to use signs. (1, 12)
References to Hearing Teachers	Hearing teachers had a higher level of frustrations; they were more admonishing. (14, 15, 20)	They did not do anything extra for us. Their teaching seemed to be limited. (8, 11, 12, 13)	They tended to teach more theoretically. They often were unable to answer questions. I did not have the opportunity to reach out to them. (8, 14, 17)	They expected more from the deaf students who could speak intelligibly. (11)

Overall Analysis. There are 65 excerpts altogether from four participants. They are categorized into six thematic clusters which include role model, communication, empathy, sense of identity, frustrations, and references to the hearing teachers. Table #13 presents the combined analysis of themes and clusters.

Communication is the strongest factor at 28% of all thematic clusters in the relationship between the deaf teachers and the deaf students. It proves to be the deaf teachers' most valuable asset in a classroom setting. Because of their fluent use of sign language, they are more capable of making the subjects more interesting and easier to learn.

All three at 17%, role model, sense of identity, and references to hearing teachers are the next most important areas in the deaf students' perceptions of the deaf teachers. Role model and sense of identity are almost intertwined. Each participant undeniably experienced a surge of confidence and self-esteem once they had deaf teachers, regardless of the subject areas.

The deaf teachers are associated first with deafness then teaching secondly whereas the hearing teachers are identified as just teachers. The second participant thinks that hearing teachers have difficulties in working with deaf children unless they

had deaf parents or siblings. The third participant is firm in her conviction that the deaf teachers' objectives for whatever subject or activity are more likely to succeed than the hearing teachers' objectives.

There are eleven excerpts pertaining to the hearing teachers; they make up 17% of all excerpts. It is not possible to discuss the deaf teachers without thinking of the hearing teachers. More often than not, the deaf teachers are compared to them because they are invariably distinct in communication and academic expectations. The hearing teachers either have too high or too low expectations for the students. The fourth participant recalled vividly how her hearing teachers expected her to excel only because her speech was intelligible. She sympathized with her classmates who could excel as well as she could but their speech skills were nonexistent. The hearing teachers seemed to think that these students could not achieve much so they projected low expectations for them.

The participants remembered how little the hearing teachers contributed to the extracurricular activities. The deaf teachers were involved with coaching varsity sports, drama clubs, student body government, and leadership clubs.

The feeling of frustration composed 12% of the thematic clusters as the second participant did not

contribute to this thematic cluster. She probably did not dwell much on frustration because she might have a way of venting her frustrations with her deaf mother and two deaf siblings. Her communication at home was accessible while other three participants might have experienced frustrations more severely because they had no one to "talk" with at home.

The first participant associated frustration with interpreting situations where he felt his motivation was strained. The last two participants (#3 and #4) reflected the typical situation back in 1960's and 1970's when the signs were not generally acceptable in a classroom setting. Hence they understood exactly what it was like not to have deaf teachers.

The last thematic cluster, empathy fitted in only 9% of the time. The deaf teachers are perceived as empathetic because they definitely had similar experiences in terms of attending a residential-type educational program or a specialized program for the deaf.

CHAPTER V

DISCUSSION

Summary

The emerging patterns from the data show six thematic clusters: role model, self-identity, communication, empathy, shared experiences, frustrations, and references to hearing teachers.

The co-researchers emphasized communication as the utmost important part of any relationships. They found that the deaf teachers' natural use of sign language was their strongest asset; their fluent use of American Sign Language enabled them to be competent in making subject contents easier to learn. Because of the proficiency in sign language, the relationship between the deaf teachers and the deaf students are more enlightening than the relationship between the hearing teachers and the deaf students.

There is definitely a two-way communication that invites children to open up and share information; hence their ability to share information in a classroom setting is enhanced. Communication is the exclusive key in students' attaining academic achievement.

The deaf teachers also display more complacency in interacting with the deaf students because they have a higher proficiency in sign language whereas the hearing teachers are not as proficient as the deaf teachers.

The deaf teachers' similar experiences help them to teach contents that are more relevant to deafness such as the deaf communities and the deaf culture as well as how they perceive effects of hearing impairment in the society. Corbett and Jensema (1981) stated that the deaf teachers have a greater insight into the psychological and social aspects of coping with hearing impairment. The deaf children identify with the deaf teachers because they feel they are more similar to the deaf teachers than to the hearing teachers. They get the firsthand understanding of deaf people's distinct values through the actions of the deaf teachers at school. Expertise in the subject areas does not matter if teachers cannot express in the language that is understood by the deaf students.

The students have high esteem for those who sacrifice their own personal time to nurture them; thus they learn academics more positively with deaf role models. According to Bandura, a noted learning theorist, a powerful role model is the one who gives reinforcement. The deaf teachers reinforce deaf children by responding appropriately to their expressive language because they comprehend fully what the children are saying. Through vicarious-learning, other deaf children converge the deaf teachers because they expect the consequences of their possible interaction with the deaf teachers. As opposed, the

hearing teachers miss some paralinguistics of sign language and they do not fully comprehend the expressive language from young deaf children. As a result, they do not reinforce because they respond inappropriately to their expressive language. Even if they use sign language fluently, their receptive skills do not match the deaf teachers' competence. Consequently the deaf children do not perceive the hearing teachers as role models.

Both deaf children and deaf teachers have experienced using interpreting services; hence the deaf teachers empathize with them when they complain how exhausting it is to watch interpreters. Another shared complaint is that they have limited social life when they are thrust alone in the hearing world.

Empathy is evident in a way that the deaf teachers listen to and understand the students' intimate feelings and problems on the basis of their own recalled experiences. The deaf students feel that the deaf teachers can be friends because they show some personal interest in them while the hearing teachers appear to be less supportive and empathetic. They would be more accepted as the teachers of the deaf if they had deaf parents or siblings because they are less likely to miss the paralinguistics of the sign language after an intensive and lengthy exposure to sign language. Not that the teachers have to be deaf before

they can teach deaf children, it, however, is most desirable and beneficial to the educational system for the deaf.

The first co-researcher feels that the hearing teachers expect more out of the deaf students because they have more general knowledge than the deaf teachers do. In contrast, the second co-researcher thinks the deaf teachers expect more out of deaf students because they are more aware of the deaf students' capabilities. The third co-reseacher has a different view in which she believes that the hearing teachers expect more out of the deaf students who can speak intelligibly whereas the deaf teachers do not practice such a bias.

Implications for Teacher Training Programs

There is a need for more emphasis on the deaf culture and American Sign Language in the Teacher Training Programs. So that the graduates of these programs would be more prepared to meet the deaf children's unique needs throughout the schooling years. Presently, the programs focus heavily on language and speech skills in hopes that the prospective teachers would be able to correct deaf children's deficiency in linguistic development and speech development.

As the results have shown in this study, American Sign Language and an understanding of the chasms of a deaf culture are crucial in education of the deaf. Both deaf and hearing teachers need ASL and a strong

background in the deaf culture in which the main difference from the other cultures is the sign language.

The Teacher Training Programs in Hearing Impaired across the country offer a limited accessibility for deaf individuals because of language barrier. Better yet, Stewart and Donald (1984) proposed that a Teacher Training Program for Deaf Teachers be implemented. The programs need to accommodate the deaf candidates's special needs such as interpreting services and financial support. The vocational rehabilitation programs usually do not support the deaf applicants financially to enroll the teacher training programs.

The educators need to confirm the importance of having deaf teachers in the field of deaf education if deaf children are to succeed academically in order to live independently in the society. The present situation with the educational programs for the deaf should be reversed in the number of deaf and hearing staff. For years, the total number of hearing staff in a program for the deaf is higher than the number of deaf staff. Before the number of deaf staff can exceed the number of hearing staff, there should be some major changes in the teacher training programs for the deaf across Canada.

Future Research

This study can lead to numerous both qualitative and quantitative studies in the field of deaf education. The phenomenon related to the interactions between deaf student/deaf teacher dyads and deaf student/hearing teacher dyads should be scrutinzed for some possible educational implications.

The effects of never having deaf teachers on a deaf child can be analyzed to learn the exact impact the deaf teachers have upon the deaf students.

A longitudinal study of academic results in same subject area such as mathematics by a deaf teacher and a hearing teacher is encouraged. We also should examine deaf students who are in the current relationship with the deaf teachers to pinpoint the phenomenon of the deaf student/deaf teacher dyads. Another possibility is an intensive investigation of the deaf teachers' and the hearing teachers' teaching strategies.

There are some potential effects of team-teaching by a deaf teacher and a hearing teacher. The idea is not widely pursued because of financial stress on the educational system.

Quoting Harlan Lane (1987), "If the profession of educating the deaf acknowledged that deaf children have a language and that manual language is the best way to educate these children, then deaf adults would once

again enter the profession as they did in centuries past (p. 11)." After studying the lessons of deaf history for the past ten years, Lane believed that hearing people as a group cannot educate deaf people and that only deaf people can educate deaf children.

REFERENCES

Arnold, P. (1984). The education of the deaf child: for integration or autonomy? American Annals of the Deaf, 129:1:29-37.

Bogdan, R. & Biklen, S. (1982). Qualitative research for education: An introduction to theory and methods. Boston. Allyn and Bacon.

Bolster, A. (1983). Toward a more effective model of research on teaching. Harvard Educational Review, 53:3:296.

Carlisle, J. (1985). Tangled tongue: living with a stutter. University of Toronto Press.

Colaizzi, P.F. (1978). Psychological research as the phenomenologist views it. In R.S. Valle & M. King,M. (Eds.), Existential-phenomenological alternatives for psychology. New York: Oxford University of Press.

Corbett, E., & Jensema, C. (1981). Teachers of the Deaf. Gallaudet College Press, Washington, D.C.

Freeman, R., Carbin C., & Boise, R. (1981). Can't your child hear? a guide for those who care about deaf children. University Park Press, Baltimore, Maryland.

Garretson, M. (1977). The deaf child and the unwritten curriculum. Deaf American, 29:8:19-22.

Greenberg, M. (1980). Hearing families with deaf children: stress and functioning as related to communication method, American Annals of the Deaf, 125:1063-1071.

Harris, R. (1978). The relationship of impulse control to parent hearing status, manual communication, and academic achievement in deaf children. American Annals of the Deaf, 123:52-67.

Hoover, T. (1976). The deaf teacher and Flanders interaction analysis. Southern Oregon State College, Ashland.

Jacobs, L. (1974). The community of the adult deaf. American Annals of the Deaf, 119:40-6.

Kluwin, T. (1981). The control of interaction in classrooms using manual communication. A.A.D., 126:510-514.

Lane, Harlan. (1985). Language is the key. Gallaudet Newsletter, 16:1:2-8.

Lane, H. (1987). Listen to the needs of deaf children. New York Times.

Lane, H. (1987). Paternalism and the deaf: an open letter to Mme. Umuvyeyi. An address for the Gallaudet University Regional Center.

Martin, D. S. (1984). The handicapped professional in the 21st century: factors for success. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Antonio, Texas.

Meadow, K., Greenberg, M., Erting, C., & Carmichael, H. Interactions of deaf mothers and deaf preschool children: comparisons with three other groups of deaf and hearing dyads.(1981) American Annals of the Deaf, 126:454-468.

Meadow, K. & Schlesinger, H. (1972). The developmental process in deaf preschool children: communicative competence and socialization. Sound and Sign. University of California Press. p. 88-110.

Metz, D. (1980). Current research on relationship between selected higher order processes and the communication skills and problems of deaf persons. A.A.D. 125:360-65.

Morgan, S. R. (1984). An illustrative case of high-empathy teachers. Journal of Humanistic Education and Development, 22:143-48.

Munroe, M. J. (1982). Effective teacher behaviors as an avenue to enhance the self-esteem of teachers. Paper presented at an Inservice held at Cholla High School, Tucson, Arizona.

Nelson, M. W. (1981). Writer training writers--models for their students and their peers. Paper prepared at the University of Georgia.

Robinson, E. H. III; & Others (1981). The effects of perceived levels of warmth and empathy on student achievement. Reading Improvement, 18:313-18.

Schein, J. (1968). The deaf community: studies in the social psychology of deafness. Gallaudet College Press, Washington, D.C.

Schimmel, R. S. & Monaghan, C. (1983). Deaf awareness through literature using deaf adults as role models. American Annals of the Deaf, 128:890-893.

Stewart, D. & Donald, M. (1984). Deaf teachers to teach deaf students. Education Canada, 24:16-22.

Warner, R. E. (1984). Can teachers learn empathy? Education Canada, 24:39-41.

Wolk, S. (1985). The attributional beliefs of hearing-impaired students concerning academic success and failure. American Annals of the Deaf, 130:1:32-38.

Woodward, J. (1985). Black deaf teachers-short supply. Perspectives for Teachers of the Hearing Impaired, 4:18-19.

Appendix A

Interview Transcript: Co-Researcher A

APPENDIX A

INTERVIEW TRANSCRIPT (Co-researcher A)
O = Observer I = Interviewee

O: You wrote fondly your experiences with deaf teachers. Were your experiences so fond because of their deafness or because of the subjects that you were involved with?

I: (Trying to recall) Really, I never bothered to analyze that question. I feel it is a combination of both reasons...both, maybe. I was always a good student in biology. I was strong in areas such as English and social studies. My weakest subject was mathematics...all other subjects were good.

O: Your weak subject was mathematics. Have you ever had deaf teachers teaching you math that made your experiences negative? Or positive? Have you had any deaf teachers teaching mathematics?

I: Sometimes deaf; sometimes hearing. (Pause) Deaf teachers made math easier to understand but I had this mental block; I was not able to grasp math easily.

O: Could you credit your academic success to deaf teachers themselves or yourself? Which?

I: (Brief pause, smiling) I am afraid to answer this question. It might sound like I am big-headed, but I think maybe 2/3 of the credit was due to my own innate abilities and ummm...could be 50/50. Either 50% and 50% or 2/3 to myself and 1/3 to the teachers.

O: Could you say that deaf teachers had no bearing on your academic success?

I: Deaf teachers gave me important role models which I did not have with hearing teachers. I was already successful being the only deaf student in a public junior high school. That was why I said I would still be successful whether I had hearing or deaf teachers.

O: I understand. Fine, let me point to "role model" in your written discourse. You listed different teachers...seven of them that came to your mind. There was only one teacher that you gave the word "role model" to J. Was he more of a role-model than others?

I: No, no, no, no. All others were role models for deaf students. He was considered as an intimidating, authoriative figure that students feared him. We made

sure that we would not cross him, making him mad. We kept on his good side. He was involved with leadership activities; he taught a class in journalism. I and L. were in that same class, learning how to write in a school publication, yearbook advisor, and those kind of things. Still there was one incident that I remembered very well. He was so angry that he took a pointer and slammed it on a desk. It was broken into half and flipped in the air. The class sat stunned in silence. Whew. Also there were some funny situations related to him, too.

O: All those incidents were not related to his being deaf, right? It happened because he was that way, part of his personality.

I: (Affirming) No, no.

O: Ok. How did deaf teachers make difference in your life? Did they make any difference?

I: Well, if by difference you mean role model, that is one thing. Role model, deaf teachers tend because of their deafness to be more empathetic with deaf students. We could open up and talk with them a little easier and more often than with hearing teachers. If I remembered correctly, I think that was the case.

O: Ok. I understand that you attend University of Alberta now. How are the experiences at the university through only an interpreter different from your experiences having deaf teachers in the classroom?

I: To begin with, my first choice was Gallaudet College. Since I could not go to Gallaudet, I have to go through the university here. If I had the chance to uproot and take my family away and had lots of money to go there, I would go to Gallaudet without hesitation.

O: Why Gallaudet?

I: More accessible and more oriented to teach deaf students...

O: How is it more oriented?

I: For example, it is a grindstone watching an interpreter, through third party. It can be very tiring. Often teachers give me assignments which require me to go to media lab, listening to tapes and writing critical reports. I have to hire an interpreter to listen to the tapes and translate into signs for me. I have to remember everything she says and then write it down. It is so much harder. The

quality of my work will never be as good as hearing students.

O: Do you mean the quality of your work would be better with deaf teachers? Or at least with teachers who can sign?

I: In deaf colleges, yes. It does not have to be deaf teachers, but in deaf environment, deaf college. Everything is accessible. At Gallaudet I think every room has dimmer light to show captioned movie as a part of the course. At the university there are no dimmer lights in some rooms, making the back of the room real dark and bright in the front or vice versa. Some students complain because they want the room to be fully dark; they do not realize that I need some light on the interpreter for me to see. We always make compromises. We make less compromises in places like Gallaudet and California State University at Northridge, or whatever. Less sensitive. At any hearing university we always make compromises. These kinds of compromise hurt my motivation, hurt my grades, and hurt many other things. Very exhausting.

O: I am sure. Fine, fine. You answered my next question. If you had a choice, you just answered that one well. Good. So, overall can you say that your classroom experiences with deaf teachers were positive?

I: As the whole, generally yes. Maybe there were some unfortunate or negative ones happening. On the general...

O: Can you pick some negative situations relating to deaf teachers? (I: Putting his head back against the wall as if trying to pinpoint the situation in his past) Or were they related to behaviorial problems?

I: You know, people have selective memories. They tend to remember the good times, not the bad times.

O: I am sure about that one.

I: (Laughing heartily) Right now I think of really terrible experiences with deaf teachers, I cannot think of one. Sometimes they bawl me out as they do with other students. Coaches were telling how lousy I ran or how better tackles I could make. Teachers were telling us how we could write our papers better than what we did. Basically things like that.

O: Do you feel that deaf teachers expect more out of you because they are deaf, too?

I: (Hesitating; rubbing his hands in front of his face) Maybe I am wrong, I think hearing teachers expect more out of me. I had a teacher who expected us to learn Latin, Spanish and other things. We took these and learned (the best we can). Deaf teachers never taught these kind of subjects: Latin and Spanish.

O: Hold, let me interrupt. (I: facial expression of uncertainity) Maybe no deaf teachers taught Latin because they did not know Latin. It does not mean that they expected any lower, right?

I: (Nodding and mouthing "Yeah.") It seems that I notice higher level of frustration among hearing teachers than deaf teachers.

O: Say that again?

I: Hearing teachers seemed more frustrated in teaching passive students or in not getting enough feedback that would reinforce them to know whether the class got what they said. Sometimes hearing teachers got so frustrated and became angry that they would scold students or kick the chairs. Deaf teachers did less admonishing. They would say, "You did not get it," and then they would try teaching again. They seemed more patient and more willing to repeat things. Hearing teachers would expect too much, thinking that deaf students could learn and grasp as fast as hearing students could, you know. But I may have a wrong interpretation. That is one possible idea.

O: Do you mean deaf teachers have lower level of frustation in teaching?

I: Generally, maybe generally.

O: Fine, do you have anything to add? I am finished with my questions. You have anything to add?

I: You can ask me more questions that I can answer. Hmmmm...

O: A little about your background. Were you mainstreamed? Where did you go for junior high school?

I: At the beginning, I went to a day school with a special education class when I was little, like the one at L. At fifth or sixth grade, I was experimented being the only deaf student in a regular junior high school. I observed, and read books; I passed ok. By the time I was in high school, I still was in Grade 8 Math. At that time I was given a choice to continue in a regular high school or go to School for the Deaf. I

chose the school for the deaf. I went there for three years so I had experiences in all three kinds of educational setting.

O: At that time, you had deaf teachers for the first time?

I: Yes, yes.

O: What were your experiences like then? Surprised? Or what?

I: When I arrived, I took a crash course on sign language. I learned as much as I could; before I could only lipread or use homemade signs and gestures. What was the impression the deaf teachers had on me? I could not remember.

O: Ok, ok.

I: But, but the years at the deaf school were my best time of my life emotionally, socially and academically...

O: Because of your interaction with deaf students.

I: Interacting, yes. My involvement with hearing students was limited to academics. I could not fit in politically such as student council and drama. I had a limited social life; whenever someone approached, I could only lipread so I picked few friends who lived near me or whom I could understand because of their clear speech. Some liked me and picked me as a friend. Many various reasons for friendship; some did not choose me because of my deafness.

O: You have expressed some good insight of your experiences.

I: Well, you can ask me more if you want to. There is some distinction between deaf and hearing teachers. For example, there was one deaf teacher, M. who taught photography. Students attended his class, using darkroom for developing pictures. One day the water was running in the darkroom; nobody heard the running water and left the room. The door was closed and school was closed. Nobody was at the school all night. The lab was flooded by the next morning. It was chaotic and the problem was pinpointed to M. who was gravely embarrassed. It was truamatic and he felt so responsible; I did not know what happened to him but I think the administration scolded him. That is one difference between hearing and deaf teachers, for

instance. It is one part of Roy Holcomb's Hazards of Deafness.

It is not really pertinent to the teacher/student relationship, not really, but it was a comparable situation. Deaf teachers also make impact on students in an unique way. One chemistry teacher went home; he himself and his wife were deaf and both taught at the deaf school. They had two or three children. The car was left running in the garage. The family slept through and was killed...

O: Killed?

I: The husband was killed but the wife survived. When I sat in the chemistry class, I was waiting eagerly for the teacher who was gone. Then it was announced that he died. The blow was really hard on the students; they felt the blow harder because of the deaf teacher more than they would with a hearing teacher.

O: You think that? Are you sure about that?

I: Pretty sure. Depending on the rapport between the teacher and students.

O: You felt the blow more because he was deaf. You felt that it could have happen to you because you are deaf, too, did you feel that way?

I: I did not anaylze that way; subconsciously, maybe...hidden meaning there, maybe. I did not really think of clear words like that, no.

O: But if I translate this into meaning units, would you identify with him because of his deafness? Did you identify death with deafness? Would you validate this?

I: I could but that experience is subject to various interpretation. It could have been interpreted in various ways.

O: Yes, yes.

I: (Both shaking and nodding his head) That is one possible answer, yes.

(Pause; the interviewee was thinking expressively, trying to add some more thoughts).

O: Would there be less impact if the person were hearing and simply died the next day?

I: Depending how well you liked the person, strong rapport...some teachers weren't well liked and you would not miss them, really variously.

O: Is it more likely for you to like deaf teachers? Have you experienced that?

I: (Nodding) Yes, for various intangible reasons. Similar deafness, role model. I could tell the difference between hearing and deaf teachers by the way they sign; their abilities varied. Lots of hearing teachers could sign good, but still there was a difference. Funny because I came to the deaf school and learned how to sign. The first year I was there I felt intimidated and harrassed by some of the in-crowd who had been at that school for many years. I was a smart aleck, a new kid on the block transferring into the deaf school. They were jealous of me. The first year was trying; kids were picking on me. Soon I made many friends, anyway. In my last year, senior year, students voted me King of the Campus. It was a big jump from the first year...a big change for me and it was a nice experience. That kind of social was more entangling and positive for me than it was at the public school.

O: That would never happen in a public school, not your being King of the Campus. Good.

I: I was involved in a major drama production, "South Pacific." I had a role along with others. I also was involved with the yearbook production and monthly school publication in which I wrote some articles, exercising my writing skills. L. and other classmates, too were involved. A great group of people, great group of teachers, N., J., M...

O: That was really unique experience for any deaf student in high school, right? You happened to have many deaf teachers, making your high school experiences nicer than they would have been for other students in a different high school.

I: (Interrupting at the point where the observer said "many deaf teachers" by adding "yes, yes.") Probably, probably. And B. was there, too; that was part of it. (A nervous pause here) Almost all boys had hots for her. (Chuckling)

O: Thank you for your time.

Appendix B

Interview Transcript: Co-Researcher B

APPENDIX B

INTERVIEW TRANSCRIPT (Co-researcher B)
O = Observer I = Interviewee

O: Your written discourse is very good and very general. Now I will ask some questions that would require you to answer specifically. Also you might remember something that you did not include in your discourse here. Now you have deaf parents, how did you feel about deaf teachers in your classroom? Were you surprised to see deaf teachers?

I: No, no. (Pause, thinking hard) I can't remember, but I don't think my mom ever talked about that there are deaf teachers. She did not think it was important to tell me that there were deaf teachers. I am used to it...

O: Your mother took it for granted that you would expect deaf teachers.

I: Right. So...did not think it was important at the time.

O: How old were you when you had your first deaf teacher?

I: Oh. Not in the elementary, for sure. Junior high school. It must be around 9, 10 11 years old...

O: 12 years old. Fifth graders are usually ten years old, so sixth and seventh graders are 11 and 12 years old.

I: Starting in junior high school, yes. But I had deaf houseparents when I was young, but no deaf teachers at that time.

O: Recalling your experiences with deaf teachers, did you find the deaf teachers wonderful because they were deaf or were they really good?

I: Because they were good, more because of good. And um, both, I would say both. I felt comfortable because they understood me, making me feel comfortable...

O: Meaning that deafness had nothing to do with it? Have you ever had any teachers who were not deaf that were as good?

I: Yes, I have, but with understanding that the person must have either deaf siblings or parents. For

instance, Mr. S. was a very good English teacher; he had deaf parents. He knew and understood how we felt, our frustrations. He was really good.

O: Have you had any experiences with teachers who were competent without any background in deafness?

I: (Shaking head)

O: Were they incompetent?

I: (Nodding head) Most.

O: Why were they incompetent?

I: (Thinking for a short moment) They showed no motivation in us. We "do it" because they said so, following the curriculum. They did not do any extra work on us. They prodded through more because of (their) job.

O: Fine, fine. In your discourse, you gave some credit for your success to deaf teachers. Could you actually give all credit to deaf teachers only? Could you?

I: (Assuringly) I could because they knew where we would stand when becoming deaf adults. They taught us everything we needed to know about the outside world.

O: You would really do that now. Any hearing teachers did not have credit?

I: (Affirming)

O: Any credit to your parents? Your deaf parents?

I: (Lengthy pause, sighing with a reluctance appearance) Really, ummm, (another pause) You know, sometimes I tell myself I am lucky to have deaf parents, mostly Mom but we did not really communicate well because Mom had to work two jobs. We did not really see much of her. I lived in the dormitory. Mostly teachers, I would say teachers and from my older deaf sister and deaf relatives.

O: For your academic success. You are what you are today because of deaf teachers. Ok, how many deaf teachers did you have since junior high school?

I: Oh, I would say about fifteen.

O: That was unusual, right? You attended the school for the deaf. It had many deaf teachers which other deaf schools did not have that many.

I: Right. And not only for academic program, there were many in vocational program. I think more in vocational program than in academic program.

O: I would believe so. It was true. Now you should be ready this question. Who were the most popular teachers in your high school days?

I: (Chuckling) Hard to say.

O: Were they deaf teachers?

I: Yes, many.

O: Why?

I: Because they all went through different experiences but they felt the same, knowing the frustrations, feeling the same way we did. Different experiences. Some had good background; others had medicore, ok. Some had really good, but then...for instance, one teacher committed suicide recently (smiling nervously). He was really good.

I: Really, they were very positive to know that some things were negative but they tried hard to be positive, saying "no, no, you can do it."

O: You did not find that in the other teachers?

I: (Affirming)

O: You said that deaf teachers were the ones who helped with extra-curricular activities. Any experiences with hearing teachers with these activities?

I: Some, like science, that was all, but drama, yearbook...

O: Coaching?

I: (Nodding) Mostly deaf. They were willing to give up their time for us.

O: You said in your written discourse the deaf teachers taught about deaf communities. You could have any teachers who learned about the deaf communities and taught class on what was going on in the deaf communities. Would that give the same effect?

I: Who could have?

O: Hearing teachers, learning the details about the deaf communities and then teaching Deaf Studies class. Would it have the same effect?

I: (Shaking head skeptically) I almost never saw that happen. (shaking head again).

O: Because that was a long time ago. But now in 1986...

I: Even now have you seen any teachers going to any...

O: No, no, but the hearing teachers could have taught Deaf Studies, including deaf communities at school. I have seen that happen.

I: Or even now you have Deaf Studies, who teach them? Deaf, anyway.

O: If we had the choice, yes. But if we had no choice, we could have any hearing teacher...

I: (Interrupting) Oh, yes ok, if there were a choice, hearing teachers teach it, yes, but it would be very limited.

O: Not as experienced?

I: (Nodding) Right. If the hearing teacher was chosen to teach us Deaf Studies. She would'nt give us all the information we needed. She must also know the kind of frustrations and needs that the deaf adults have. So the question is out. The hearing teacher cannot teach us about our culture and vice versa.

O: Right. And...

I: (Interrupting) And they would not push and encourage as hard as deaf teachers. Deaf would encourage students to get involved. Hearing would simply teach and nothing more.

O: And deaf teachers would have inside information, knowing what events are occuring that hearing would have no knowledge of.

I: Right, (mouthing "right").

O: The deaf teachers are fluent in your language. Are there any other teachers who are fluent in sign language too?

I: (Quickly) Not ASL.

O: (Rephrasing) Not ASL. OK...

I: Any other modes like MCE, possibly but certainly not ASL, no.

O: What were the strongest traits that the deaf teachers had? They had strong traits because of their skill in sign language. If you could pick only one reason why the deaf teachers are so good, what would the reason be?

I: (Hesitating) Repeat the question please.

O: You said that the deaf teachers were so good because they were deaf, because they knew our frustrations, because they knew ASL. If you could pick only one reason why they were competent, what would it be?

I: Ok, Number 1 is the language. If they could speak our language real well, then everything else is easier.

O: Right. Do you have anything else to add? I have no further questions.

I: (Trying to think of something to add)

O: It has been pretty good, are you really finished?

I: I hope so.

O: (Rising from the chair) You did fine.

Appendix C

Interview Transcript: Co-Researcher C

APPENDIX C

INTERVIEW TRANSCRIPT (Co-researcher C)
O = Observer I = Interviewee

O: (Introducing) After the interview, you can watch yourself on the tape. If there is anything wrong, you can correct or add more. Ok, I have read your written discourse which is really good. A good start for me to ask for expansions or clarifications. I hope you will be able to share more and to recall some more specific experiences. And firstly I start with your background. You are the only deaf member in your family.

I: (Affirming with a nod of her head) Correct.

O: You have two sisters?

I: Correct.

O: And tell me about the schools you attended and what years to give me an idea of your age now.

I: Ok, I attended in 1963. That would mean I was five years old when I attended School for the Deaf which was an oral school. In the classrooms we used oral method, but out of the classrooms, dormitory, recess time, we talked through ASL. That time we did not know it was ASL but it was our native language. After sixth grade, I moved up to junior high school which was still oral. For almost...

O: Still at M.?

I: Still at the same school, but we had different buildings for different levels with different people (staff). The oral method was still used but we used more and more of fingerspelling and little of signing with which we were able to grasp. But in the tenth grade, we started fingerspelling.

O: What year was that?

I: That would mean 1972, (thinking aloud) 1972, yes. We started fingerspelling with which we accepted without any resistance because there was no one who led us. (Expressing that there was no aversion). In 1973 some people who lived in a different part of the province had to transfer to the nearest school. I lived there so I had to move, too. I transferred. Fingerspelling was strictly enforced at that new school which was a good place to start new rules. It was easier to follow new rules whereas it was harder to

change in an old school. Fingerspelling and fingerspelling all the time which was really a different environment. We really had to fingerspell. "H-o-w a-r-e y-o-u?" It was really ludricious, really different. 1972 to 1973...1975, no, 1973 to 1975, yes, two years of fingerspelling.

O: That was in tenth grade, how many were in your class? Give me an idea.

I: Eight.

O: Eight. Then you had to split because of where you lived. How many of you moved?

I: (Thinking aloud) Five of us...(nodding).

O: Along with some other new students into your class?

I: Adding, yes, right.

O: Then you graduated from high school in 1975?

I: No, not graduated. I left in 1975.

O: You finished in 1975. From M.? No, L. Then you entered college. Now I get the impression that...

I: (Interrupting) Wait, interestingly, I tell you, when I entered the college, I took English class. One teacher was explaining and I was observing without any feeling of frustration, although there were some different signs and different speed of signing. I was doing fine. Anyway the teacher asked me to read aloud one sentence in class. I said sure and started to fingerspell the whole sentence. The habit was still inside me. The teacher wondered if I could sign and I thought how silly it was of me to forget that I could sign, just that in my school I fingerspelled all the time.

O: In a classroom setting...you just did that.

I: (Nodding affirmatively)

O: I got the impression that throughout your high school years you never had any experiences with deaf teachers in classrooms; that was interesting. That would be because of where you went to school.

I: (gesticulating "yes" with her head and mouth)

O: So you had your initial experiences with the deaf teachers at the college. Were you shocked that deaf

could be teachers or did you have any notion that deaf could be teachers?

I: Oh, I knew that there were some deaf teachers. I knew that but I had not any experiences then.

O: So when you entered the college, you knew there were some deaf teachers.

I: (Nodding) Right.

O: That meant you were over 18 years old...

I: Seventeen.

O: Ok, seventeen years old. You remembered your experiences in the area of mathematics because you majored in math...

I: Really, not because I specialized in math, no, no...until I entered the college, I finally understood math...

O: Then you decided to major...

I: Before college I did not really understand math; I just progressed through reluctantly. I entered the college and understood better. From there, I continued to study math and increased my interest in math because of that deaf teacher.

O: I see...

I: That influenced my decision in what I would major.

O: I got the impression that you planned to major in math before entering college. In high school you planned to major in math...

I: (Shaking her head in replying negatively to the above statement.)

O: I was going to ask whether you experienced any frustrations with algebra in high school...

I: (Excitedly) yes, yes.

O: ...then why you would choose math as your major...no, you decided at the college that you would major in math.

I: (Expressing delight that the observer picked up the exact feelings of her own experiences) Right, right.

O: Are you implying that the deaf teachers had influence on your decision in what specilization?

I: (Affirming with wide closed grin and nodding).

O: Now have you had any experiences with deaf teachers in different subjects other than math?

I: Hmmm...English. But I remember very well when I was in preparatory class, I was very impressed, but then in the following years, I got used to the idea. I was happy, yes, but really it was the preparatory year that I remember the most, comparing the deaf and hearing math teachers. But for English class I had a hearing teacher at that time, following what I got through the registration which I had nothing to do with. In math, yes, there was a big difference in receiving clear and fast explanations all at once, not the slow process of explaining "why?" and step-by-step learning. That forced me to learn fast with more exposure to quick and to-the-point explanations.

O: Were your experiences with the high school math teachers and the college math teachers different due to deafness, to your maturity in learning, or to the methodology?

I: (Hastily) Communication. Really, it is communication.

O: You learned mathematics through fingerspelling which must have been difficult.

I: Fingerspelling, yes. (grinning as if the memory came back in her mind momentarily).

O: That's why it was hard. Ok...

I: (Touching the observer's hand as to get her attention) Or because the hearing teachers explained things differently from deaf teachers. They tended to explain theoretically.

O: Hearing teachers?

I: (Nodding) Yes, the hearing teachers tended to use theories in teaching. I was not interested in that; I wanted to learn how to do things constructively.

O: Practical?

I: Yes, practically...but after I had the deaf teachers, I finally understood theories, after understanding how to do the problems practically.

O: To make the hearing teachers better, they need to do practical work more than teaching theories regardless of communication.

I: (Agreeing) Right, because we as deaf must learn visually.

O: (Pausing as to allow the interviewee to continue) Right. Now I am surprised that you gave full credit to deaf teachers for giving you the meaning of life. What about your family? Did your family have any influence on you?

I: Oh, you talked specifically about the teachers so I discussed the teachers only.

O: Now, the full credit to the teachers or some credit to your family, too?

I: (Showing a strong sense of love for her family) To my family, yes.

O: I am familiar how good your family has been in upbringing you and giving you the meaning of life.

I: (Affectionately) Right. Really, in about 197...I was about 12, 13, or 14 years old, my parents had a conference with me about what I wanted for my future. I at that time said I had a goal of going to F. College to become a houseparent without any thought of the possibility of becoming a teacher because there was no deaf teachers around. I wanted to be a houseparent because of (trying to think of a name...) P. and H. B., the deaf couple who influenced me...

O: (Questioning to make certain) You wanted to be a houseparent like them?

I: Right...they influenced my desire to be a houseparent. I told my parents that I was going to F. College because of L. O. who also went to that college. I decided that I wanted to go there, too. But my parents thought otherwise and told me that I could attend Gallaudet because many deaf people became teachers. My parents urged that I could develop many deaf friends at Gallaudet. I still insisted on F. College for a while. Really, I gave credit to my parents for encouraging me to go to G. College. After two or three years later, I changed my mind and decided on a different college.

O: That means I would find your parents unusual for hearing parents. How did they know about the college

for the deaf? What kind of exposure did they have? Did they do any research?

I: Reading research, yes. I remember when I was five, six, or seven years old, my father subscribed American Annals of the Deaf and he kept up reading them.

O: That is unusual; you are lucky to have parents like that. There are not many parents like that, unfortunately.

I: (Affirming) Right.

O: What assests...what makes the deaf teachers better, not better but good teachers? What is the positive thing, can you pick just one?

I: (Pause for a moment) Going through our experiences...(another serious pause)...let me think. (Putting her index finger on her lips...a lengthy contemplation) Maybe...maybe the students understand my answers after asking the questions (reflecting her own experiences as a deaf teacher, too) Communication...really, after all communication is the key between students and teachers, regardless of deaf or hearing teachers but mostly deaf, yes.

O: You mean the two-way communication is successful; most of the teachers have one-way communication, just teaching and teaching.

I: Like my experiences, teachers keep telling us things; I tried to tell them to wait, but they kept teaching to us. Even when I told them to wait, they continued teaching as if we did not understand each other. I did not have the opportunity to reach out to the teachers.

O: They did not answer your questions directly. Have you had any experiences with some mediocre deaf teachers?

I: Mediocre? (Pausing) Yes...I thought of one, yes.

O: Why is that person not outstanding?

I: Well, he was at the college...not in my high school.

O: Sure. Now what made him to be not as good as others?

I: (Interrupting) Why? Because, in my perspective, he was too genius to teach us at undergraduate level. He probably should have taught at doctorate level...

O: He was deaf?

I: He was deaf.

O: And he could not really teach at the undergraduate college level.

I: He could not teach. That was my experience, but I have not seen bad teachers except for that one.

O: What do you mean by "bad"?

I: Well, for example I asked that statistics teacher any why-question; he would be flabbergasted for answers. He just could not answer my questions; he did not really give enough feedback on my "why" questions. He just couldn't; he just hoped that we would catch what he tried to tell us. Another...maybe that one was a wrong teacher. Let me think of another one...I think of one ordinary teacher, but I can't remember why. It was really a short time.

O: Ok. As opposed to imperfect hearing teachers, what would make them rotten?

I: You mean rotten hearing teachers? Communication, really everything else is related to communication. I would put the blame on poor communication.

O: If deaf teachers happened to be rotten... not because of communication but because of their own flaws.

I: (Agreeing wholly) Exactly right.

O: That would be the difference. Ok, I have completed my questions. Satisfied? I hope I have not forgotten any questions. Do you want to add anything?

I: Like the experiences in the dormitory. The girls, interestingly enough, had hearing houseparents for a long time which was fine until P. a deaf houseparent joined the staff. I was about 12 years old in 1969 or 1970; P. started working. Right away the girls converged her every hour. Sitting, I had observed that all people went to her because they were thirsty for communication and knowledge. She was the only exposure to knowledge with her past experiences at that time.

O: Clear communication? Fascination?

I: (Nodding) Not just in education, but also conversation about her own experiences.

O: Ease interaction?

I: (Affirming) Really it is parallel to teachers. So public schools would not have been appropriate.

O: Now that you are a teacher yourself, what tactics have you tried to pick up from your past?

I: I share with the students, giving them advice to do better leadership and to run meetings better. In the past teachers told us what to do next; I did not understand. Now I know what to do and advise students so they will understand better how to run meetings or make themselves better out of it.

O: Do you mean deaf teachers are more successful in advising students than hearing teachers in classrooms?

I: Yes, right. I notice these days that most teachers tend to be responsible for extra-curricular activities. Hearing teachers don't; they just serve occasionally but they do not advise. Almost all deaf teachers do. For instance, K.L. and I are the Student Council advisors and D.W. helps with basketball team.

O: If deaf teachers did not sign up, hearing teachers probably would sign up. It is just that deaf teachers happened to sign up first.

I: But...no, I don't agree. But...(grimacing) really hard to say (rubbing her hands). Their objectives for that activity would not succeed as they would with the deaf teachers' involvement. Maybe I base on my own perspectives, but I feel that way.

O: Am sure of that, yes. Anything else?

I: I can't think of anything else now.

O: Now I will transcribe everything on paper after watching the videotape. Then I will contact you for validity of the transcription. You can read for any misinterpretations or wrong usage of words that you have expressed, etc. Many thanks for your time.

Appendix D

Interview Transcript: Co-Researcher D

APPENDIX D

INTERVIEW TRANSCRIPT (Co-researcher D)
O = Observer I = Interviewee

O: Ready? We are now on tape. Your written discourse is good and now I will ask you to recall and expand your experiences, telling me what the situations were like. I will lead you with questions. In your writing you explained that you never had any deaf teachers in high school which was not unusual at your time. Did you ever imagine that there could have been deaf teachers? How did you think?

I: Well, I never thought of that...never thought of such possibility of having deaf teachers.

O: Because there were no deaf teachers then. You just did not think of it.

I: (Nodding) None.

O: What about deaf houseparents?

I: There were no deaf houseparents.

O: None? Ok. At that time, who were your role models--someone you looked up to?

I: (Brief pause) Really none, except for S. who was the youngest staff as the rest of staff were old people, mostly old nearing their retirement. There was that one S. whom I looked up to. I would say she was about 25 years old and she was an important model for me.

O: Because of proximity in age?

I: Yes, she was more understanding than other old houseparents.

O: At that time, what was your notion of an average deaf adult? Had you met any deaf adults when you were in high school?

I: Yes. Once a deaf girl came to a Girl Guides meeting. She was a deaf adult helping with the Guides. That was about all. Also I attended church every Sunday; the priest signed for himself although he was hearing. There I saw some deaf churchgoers.

O: So you saw them on regular basis?

I: Yes, regularly.

O: Now, let's discuss your college years...you were shocked and you mentioned "astonishment" in your written discourse.

I: Really surprised to see many deaf teachers, signing all the time.

O: Explain exactly how you felt and talk about the courses.

I: (Sitting back as to prepare for a lengthy answer) I took...oh, I had courses with hearing teachers, but I heard that the following year I would have a deaf teacher by the name of A., a mathematics teacher. When I first attended summer school, I had a hearing teacher; but he signed for himself and I was very impressed. I remembered not feeling any tension in the class, understanding what was going on in the class, and feeling comfortable. I was pleased that I was able to communicate with others in class without brutual interruptions for using signs in class. In my class at the deaf school we were forbidden to use signs and we had to restrain our hands onto our laps.

O: Even during your senior year?

I: (Nodding) We were even seniors and juniors, trying to sneak our conversation all the time. I felt like...at Gallaudet it was open and comfortable. We communicated and discussed freely in the class; using signs was more...(expression of amazement) but in a different situation where I had to use speech, I could not describe in my speech. I could describe things in signs because I used ASL. While I was at school, I could not describe because I had to use speech in the full sentences. How could I explain my feelings? I wanted to express what I wanted to say, but I could not with speech only.

O: Ok, thank you. Now you explained in your written discourse about your frustrating experiences learning English language in high school; then you got better marks at college. Was it because of deaf teachers or what?

I: No, I had a hearing teacher. I just was more able to ask for definitions of new words or explanations that I was able to understand better. Whereas at the deaf school I had to depend on writing on the blackboard which was not helpful. We were not encouraged to read lots of books. We were not

encouraged to write. Only in English class (expression of disagreement).

O: You said you got fairly better marks at the college, maybe because you were mature and you felt ready to learn. Or was it because of communication using signs?

I: (Slowly nodding) Signing.

O: Would you give all credit for academic achievement to deaf teachers or to yourself?

I: (Hesitating) Well, really when I was in high school, I thought it was a good school, yes, with an exception of the fact that the sign language was forbidden. If the sign language was permitted, wow, I would have gotten good marks. At college I improved alot; I got the top grades in my preparatory year. I learned alot through interaction and exposure to the outside. At the deaf school I was never exposed to outside of the school. We never had any field trips, none. We did not know what it was like outside in the world.

O: You explained what your high school was like; you talked about 60's...

I: (Interrupting) 1969.

O: Ok, from 1960 to 1969...that would not be true anymore, right?

I: I wouldn't know...maybe, I don't know.

O: Ok, you don't know.

I: I have not been back there for a long time; I have not asked around if they have field trips or if things have gotten better. It seems to me now the school is deteriorating. I don't know about now; maybe it gets better again.

O: You had no deaf teachers nor deaf role models, yet you attended college. What made you successfully admitted into college?

I: Older students like A. and A. were important to me when they attended Gallaudet; then I knew I wanted to go to Gallaudet.

O: Then you made it on your own?

I: (Affirming) Yes.

O: Still you attended by yourself...

I: That was because I am hard of hearing and I can speak well. I also hear pretty good. As for the other students who could not hear nor speak, they had a really difficult time. They almost had no chance of going to college. M., E., me, P., and M. could speak well and three of us went to college while the others like R. tried but failed for an admission because they could not speak and hear at all. Most of the time they depended on me to interpret what the teacher said. They suffered more.

O: If there is only one trait that made deaf teachers distinct from others or make them better than others, what would the trait be?

I: (Hesitating) Any?

O: Anything.

I: ASL which makes subjects like history more picturesque, about what happened in history. But if using only speech like one teacher P.J. did, writing everything on the blackboard. It was very boring and monotonous, no excitement. So ASL is important for explaining what has been happening.

O: ASL is important, ok. But what about those hearing teachers who sign fluently, would they be good?

I: Yes, as long as they sign.

O: Even if they had no relation to deafness?

I: Right, no, they can use ASL.

O: Now, what was your favorite subject?

I: Mathematics.

O: Throughout high school and college?

I: Yes, but not all through college. I stopped at the sophomore year and changed the major to biology.

O: Can you compare your classroom experiences in mathematics, with hearing teachers and deaf teachers?

I: For the first semester, I had a hearing (math) teacher. I was too good for that class in my preparatory year and I was transferred to the top class with a deaf teacher. Oh, it was good. I felt good as I identified with him while I could not identify with

the hearing teacher. I did not relate very well with him; I could not ask for help with problems. With the deaf, it was (gesticulating) wonderful.

O: What about the teachers' level of expectations...high or low? Deaf teachers' expectations...what kind of level did they have?

I: For what?

O: For academic achievement...whether the teachers expected deaf students to be able to do things or unable to do good. Did the hearing teachers have different level of expectations than the deaf teachers?

I: I never thought of that. Really, I don't know as I never given it any thought at all.

O: That is ok. Putting it aside, let me inquire you a little about your background...

I: (Interrupting) Excuse me. But in high school, do you mean high school or college?

O: Either one.

I: In the high school I noticed that the teachers expected high from those students who could speak well while they thought those who could not as low achievers. I really noticed that.

O: In the same class?

I: Yes, in the same class, the teachers favored me because of my ability to speak. They encouraged me and told me that I could do it. They neglected others who could not speak. I noticed that with the hearing teachers only, but I do not know about the deaf teachers because I never had experiences with them.

O: Ok, you are the only deaf member in your family, right?

I: Yes. Well, really, yes...I was the only one.

O: Did your family have any influence on what you are now? For all of your achievement, going to the college due to support from your family?

I: No, from the deaf school. I lived on a farm so I got influence from the school.

O: Do you have anything to add?

I: (Pensively pausing and shaking her head) If...my parents really should have learned how to sign, but the superintendent of the school prohibited my parents to learn. My mother should have because she has a deaf brother who signs a little bit. The superintendent heard about the brother and warned my mother not to use signs. In the end, my mother regretted it, but it was too late.

O: I see. We really have covered much today. Are you finished?

I: I am finished.

O: Great, thank you very much.